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Regulations

AND

Programme for Religious Education

IN THE

Public Schools

Issued by Authority of
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In preparing the text of this Programme, free use has been made of The Cambridgeshire Syllabus of Religious Teaching for Schools, 1939, reprinted with corrections, 1940, and published by the Cambridge University Press. Indeed, the section entitled "Memory Work, Choral Reading, and the Speaking of Scriptures" has been copied with but slight adaptation from that valuable publication.

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I

RELIGIOUS EXERCISES AND RELIGIOUS EDUCATION IN THE PUBLIC SCHOOLS

Extract from Regulation 81 of Revised Regulations of Ontario, 1960 (Regulation for Elementary Schools—General)

35.—(1) Every public school shall be opened each school day with religious exercises consisting of the reading of the Scriptures and the repeating of the Lord's Prayer or other prayers approved for use in schools.

(2) The Scripture passages, forming a part of the religious exercises referred to in subsection 1, shall be read daily and systematically at the opening of every public school and may be chosen from any list of selections adopted by the Department for use in public schools, or from any other public school list approved by the Minister, as the public school board by resolution may direct.

(3) If the board does not pass the resolution provided for in subsection 2, the principal shall make the selection after duly notifying the board of his intention, but such selection is subject to revision by the board at any time.

(4) The religious exercises held at the daily opening of public school may include the singing of one or more hymns authorized for use in public schools.

(5) Subject to the regulations, two periods per week of one-half hour each, in addition to the time assigned to religious exercises at the opening of public school, shall be devoted to religious education.

(6) Religious education shall be given immediately after the opening of public school or immediately before the closing of school in either the morning or the afternoon session.

(7) Instruction in religious education shall be given by the teacher in accordance with the course of study authorized for that purpose by the Department, and issues of controversial or sectarian nature shall be avoided.

(8) By resolution of the board, a clergyman or clergymen of any denomination, or a lay person or lay persons selected by the clergyman or clergymen, has the right, subject to the regulations, to give religious instruction, in lieu of a teacher or teachers.

(9) If two or more clergymen of different denominations, upon written application to the board, secure permission to give religious instruction, the principal of the school, by resolution of the board, shall arrange for such accommodation within the school and at such prescribed times within the periods denoted above as are agreeable to both the principal and the clergymen concerned.

(10) Where the number of rooms in the public school is insufficient to meet the needs of the groups organized for religious instruction under subsections 8 and 9, the principal of the school, by resolution of the board, may arrange for additional accommodation elsewhere.

(11) No pupil shall be required to take part in any religious exercises or be subject to any instruction in religious education to which objection is raised by his parent or guardian.

(12) In public schools without suitable waiting-rooms or other similar accommodation, if the parent or guardian applies to the principal for the exemption of his child or ward from attendance while religious exercises are being held or religious education given, such request shall be granted.

(13) If the parent or guardian objects to his child or ward taking part in religious exercises or being subject to instruction in religious education, but requests that he remain in the schoolroom during the time devoted to such education, the teacher shall permit him to do so, provided he maintains decorous behaviour.

(14) If, by virtue of his right to be absent from religious exercises or instruction in religious education, any pupil is not present in the classroom during such specified periods, his absence shall not be considered a contravention of the rules of the school.

(15) A teacher, claiming exemption from the teaching of religious education as prescribed by this section, shall notify the board to that effect in writing and it is then the duty of the board to make such other provision as is necessary to implement this section with respect to the teaching of the subject.

(16) The Minister may grant to a board exemption from the teaching of religious education in any classroom or school if the board requests in writing such exemption and submits reasons therefor.

(17) The inspector shall each year bring to the attention of the boards of trustees of his inspectorate the provisions of this section relating to religious exercises and religious education. C.R.O. 1950, Reg. 390, s. 13.

APPROVED TEXT BOOKS

For Religious Education in the Public Schools, the Sacred Scriptures or the Bible Readings for Schools issued by the Department of Education, the Programme for Religious Education in the Public Schools of Ontario, and the Teachers' Guides to Religious Education, Grades I to VIII, as approved by the Department and published by the Ryerson Press, shall be used as prescribed by the Regulations of the Department of Education.

II

RELIGIOUS EDUCATION IN THE SCHOOL

The Purpose of Religious Teaching

In the Programme of Studies for Grades I to VI of the Ontario Public and Separate Schools, it is pointed out that "the schools of Ontario exist for the purpose of preparing children to live in a democratic society which bases its way of life upon the Christian ideal;" and further, that "the school must seek to lead the child to choose and accept as his own those ideals of conduct and endeavour which a Christian and democratic society approves." The teacher is counselled "to bring home to the pupils as far as their capacity allows, the fundamental principles of Christianity and their bearing on human life and thought." The teaching of religion, however, was not given a separate period on the time-table, under the regulations existing at the time the courses of study were issued.

The regulations concerning Religious Education were revised in 1944 to provide for religious teaching as an integral part of the school programme and a detailed course in Religious Education for Grades I to VI in the Public Schools of Ontario was embodied in six Teachers' Guide Books and published in tentative and provisional form.

The foundation of this course is the study of the Scriptures, which must have behind it a teaching of the Bible as thorough and serious as that which the teacher gives to Social Studies or to Science. In order that Bible study may lead to a genuine understanding of its profound religious purport, the text must be studied seriously and intelligently.

Specific religious instruction, however, like any isolated and detailed knowledge, will be sterile and uninspiring unless all the teaching throughout the school is infused with an appreciation of goodness, beauty, and truth. Religious Instruction must aim to set up ideals, to build attitudes, and to influence behaviour,

as well as to teach Scriptural facts and Biblical text. The following sentence quoted from the Programme of Studies for Grades VII and VIII for the Public and Separate Schools of our province summarizes this objective in these words: "It is therefore a major concern of the school that the children entrusted to its care shall learn to live in a manner that is socially effective in a democratic society which bases it way of life on the Christian ideal."

The Religious Atmosphere of the School

The religious atmosphere of the school and the religious development of the child in it depend first and foremost on the teacher's personality and his ideals and faith. The spiritual, as has often been pointed out, is more commonly taught through the unconscious influence and example of the teacher than through formal instruction. The personal reverence, both outward and inward, of the teacher is of immeasurable importance. The wakening and guidance of the spiritual sense in the children is the first factor in creating the finest fruit in individual character, and consequently in the happiness and right development of the race. The responsibility of the teacher for the spiritual growth of the child is as great as for the intellectual and physical, because education is one and indivisible.

Since children learn by what they themselves do, even more than by what others teach them, the whole ordering of the school can and should contribute to religious growth in the wider sense. It should guide with sympathy the various interests both in work and in play which move children and govern their actions. Such questions as the following should be constantly in the mind of the teacher:

Is the school so organized as to encourage co-operation?

Are opportunities given whereby the stronger and more clever may help the weaker?

Is love of animals, birds, and flowers, inculcated?

What does the school do for the community, or for wider causes?

Is the grace of courtesy taught and encouraged?

Is the Golden Rule practised as well as memorized?

Is the school emphasizing "Thou shalt" as the rule of conduct, rather than "Thou shalt not"?

Are the precepts discovered and discussed in the periods of religious instruction used as a guide to daily conduct?

Is the child learning "self-reverence, self-knowledge, self-control"?

On the answer to such questions as the foregoing depend to an important extent the Christian atmosphere of the school and the development of character in it. The religious and spiritual phase of education is a factor of great importance in the formation of individual character thus contributing to a finer citizenship and a better world. The strength of a nation is the strength of the religious convictions of its people.

The Nature of the Course in Religious Education

The Course of Study in Religious Education consists of two phases: first, the religious exercises, and second, systematic study of the Scriptures, with related activities.

The religious exercises are devotional in character and consist largely of Scripture readings, prayer, and music. These exercises are to be held daily at the opening of school and should be regarded not merely as an opening ceremony, but as a preparation for the day's work, the influence of which will be felt throughout all the activities of the school.

For systematic study of the Scriptures and associated activities, two periods per week, each one-half hour in length, are provided. The Scriptural interpretations are to be non-sectarian, and will not follow the tenets or doctrines of any particular creed. They will be confined to those expressions of the Christian faith upon which all Christian denominations are in substantial agreement.

Examinations will not be required, but the teacher will, no doubt, evaluate the efficiency of his teaching as he does in the case of Social Studies or Natural Science.

The Religious Exercises

(a) Scripture Reading: The Scripture passages chosen for the opening exercises should be arresting and complete in themselves. If not immediately intelligible, they may be prefaced by a brief explanation. From eight to twelve verses is a reasonable length, though some stories and parables must run to more. The Scripture reading should normally be taken from one or other of the two great English versions, since it is in the highest degree desirable to familiarize the children with the beauty of diction and rhythm of these priceless literary masterpieces. The passages of Scripture selected for the religious exercises will be chosen from Bible Readings for Schools, issued by the Department of Education, or from the list on pages 36 to 70 of this Manual.

The Scripture reading should be entrusted frequently to one of the pupils, who should be required to prepare the reading beforehand, and be coached in it by the teacher, if necessary, in order that its greatest effectiveness may be achieved. It may be rendered frequently as choral reading, in the manner described on pages 8 to 25.

(b) Prayer: The Lord's Prayer or one of the authorized prayers found in section III of this Programme should be used. Prayers should be spoken slowly, and as quietly as audibility permits. Special consideration should be given to the recitation of the Lord's Prayer. Often it is spoken too fast, and too loudly, while the frequency of its repetition dulls its meaning till, with many, it may become little more than mechanical form. The children should be carefully taught its structure, content, and range, and not infrequently reminded of them. It might be arranged that at times it should be repeated very slowly indeed or that the teacher speak first each petition and the children repeat it; or that the teacher say it alone with proper stresses

and pauses. It may be found valuable occasionally—say once a week—to chant the Lord's Prayer. Settings may be found in *Hymns for Schools (Revised Edition)*.*

Children should be led clearly to apprehend the Christian attitude to prayer in so far as prayer takes the form of petition. There are two fundamentally opposed ideas of prayer: one, that by begging we may change the will of God, and create favour, or win gifts by coaxing; the other, that prayer is offering to God the opportunity to give to us and do for us what He wills. Only the second is Christian. Prayer is the effort to make our desires one with the divine purpose. Its aim is not to alter God's intention, for that must be eternally perfect; its hope is rather to prepare the way for God to effect in the world the purposes of His wisdom and His love. Prayer at its best never says "Thy will be *changed*," but "Thy will be *done*."

(c) Hymns: Suitable hymns for the morning service may be found in *Hymns for Schools (Revised Edition)*. To assist the instruction and enhance the religious value of hymn singing, during the religious exercises, the following suggestions are offered,

1. The tunes should be learned and practised in class beforehand.
2. The words, similarly, should be studied beforehand: especially in cases where they may be expected to present any difficulty. A few of the best hymns should be learned by heart.
3. Instrumental music or sacred music played on the phonograph may occasionally be used to give variety to the religious exercises.

The devotional exercises should include the singing of the National Anthem.

Study of the Scriptures and Related Activities

At the discretion of the principal, in graded schools, religious instruction may be given by each teacher to his own class, or by the members of the staff best qualified to conduct the course.

*Published by Gordon V. Thompson, Limited, 902 Yonge St., Toronto.

Two thirty-minute periods per week are set aside for systematic study of the Scriptures, and activities related thereto. The basis of this course is the series of Teachers' Guides to Religious Education as revised for use in the schools of Ontario and published by the Ryerson Press, Toronto. Each lesson in the Guide Books provides for the reading and studying of a definite passage of Scripture, gives an expanded story of the Scripture passage to be studied, contains background notes which furnish the teacher with historical and other information regarding the setting of the Scripture story, and suggests a number of activities appropriate to the topic. The suggested activities include further reading from the Bible, choral reading and verse speaking, memory work, written work, discussion, dramatization, drawing, and handwork of various sorts. In this way, the Scripture study is correlated with other phases of the school work.

In presenting the Bible narratives to the child, two common errors should be avoided—that of casual paraphrase and explanation on the one hand, and that of servile and monotonous adherence to the text on the other. Narration by the teacher, interspersed with frequent quotations from the Biblical text, is a method that may well be used especially in the teaching of younger children. The teacher should be telling a tale which is fluid, continuous, and always within the grasp of the child's mind. He must therefore, in his narrative, be forever adapting himself to his hearers. His language will be the language of the Bible itself, but where he feels that he is not being fully understood he will go back over what he has been saying, amplifying the tale, making his words simple, and using freely such ideas and images as naturally impress the child.

Religious Education in the Kindergarten

The child's spiritual education in the early stages depends more on environment and the atmosphere created by the teacher than on the conscious imparting of ideas. In the intimacy of the kindergarten, friendly greetings are exchanged, simple thanksgivings said or sung, and little ceremonies and personal festivals devised to celebrate the children's birthdays, the seasons, and the story of the Christian year. The child's Religious Education

at this stage will be associated mainly with these simple actions and the experience they provide of companionship and security, as well as of wonder and reverence.

Primary Grades (Grades I-III)

In the primary grades the main emphasis in the Scripture teaching is on the background of family and community life as Jesus knew it. In this respect, there is a close relationship between the Scripture study and the course in Social Studies for these grades.

The emphasis in the teaching should be on concrete things and no attempt should be made to present religious ideas which are beyond the child's power of apprehension. It is difficult for young children to stretch their imagination beyond the limits of their own experience. The building up of a picture of a different home life from their own, for example, must be a gradual process. The children will picture the baby Jesus as very much like the baby at home, and the cattle stall and manger as part of the farm buildings which they know. After a time the unfamiliar details of eastern life will take shape in their imagination and they will welcome these new details more readily if they have not been forced too soon to abandon their own first conceptions.

The preparation for Christmas, Easter, and Thanksgiving provides opportunities for activities lasting over many days. The planning and carrying out of such activities as the arranging of a nativity crib, the inventing and acting of a play, the making of an Easter garden, planning and carrying out a harvest festival, are more satisfying to the child than the passive hearing of stories. Such stories, however, have great appeal when they are made the basis of projects in which the child takes his own part.

In the primary grades, therefore, the teacher should feel free to use the Scripture period for activities of all kinds that can be associated with religious celebrations and the Bible story.

Grades IV-VI

Most of the stories of the Old Testament have an impressive simplicity and grandeur, while the stories and parables from the New Testament are incomparable for telling. At first the teacher should not read them but tell them, and tell them really

well. The child may play his part too; indeed, he is ready for as much activity as can be given. He will take part in the dramatization of stories with zest.

Making illustrations is a popular activity with children of the middle grades. What child, after hearing the story of Joseph and his brothers, is not ready to seize colour and make a picture in which that coat of many colours is given the prominence befitting such a picturesque garment?

In the Old Testament stories which have been chosen, the events move quickly. They contain plenty of action and are rich in picturesque detail. They are about men and women who do things and have great adventures. Above all, they are about men and women to whom God was the supreme reality.

Learning by heart has its place, provided that it is not made a long and monotonous task, and this can be avoided by choral speaking. To give but two examples—David's Lament for Saul and Jonathan, and such Psalms as 104 and 148, with their fine wording, are well worth memorizing:

"Fire, and hail; snow, and vapour; stormy wind fulfilling
his word;
Mountains, and all hills; fruitful trees, and all cedars;
Beasts, and all cattle; creeping things, and flying fowl."

When we come to handwork there is, among other things, the making of models of scenes from the Bible. A model might be made, for example, of an encampment of the nomadic Israelites —showing their low tents, the thick cloaks of the shepherds and the watering of the flocks at the well. That might be followed, in contrast, by a model of part of an Egyptian city, showing the lightly clothed Egyptians and their flat-roofed houses of sun-dried brick—typical of a settled and prosperous community at the delta of a great river. The work can well be linked up with the history and geography of the early civilizations, and projects may often be suggested by stories from the Bible. Most school libraries contain illustrated books of reference for children which will be found helpful for this work. In the *Teachers' Guides*, specific suggestions regarding handwork and other appropriate activities are included in each lesson.

For the study of the parables, the teacher is referred to the suggestions on pages 18 to 25 regarding Memory Work and the Speaking of Scripture. The parables with the dramatic qualities and the wealth of realistic detail suggested, though not always expressed in the text, lend themselves particularly well to children's acting. The telling of the stories will occupy a comparatively short time, but they can be acted, and acted again, with increasing use of detail. The detail must be supplied by the teacher from the *Teachers' Guides*. If the children's imagination supplies further detail, this will enhance the value of the stories for them. As the list of stories grows, other activities will suggest themselves, e.g., finding the memorable verses in each one, finding how many of them refer to country things, how many to parties and social life, which are the joyful ones and which are the sad. At the end of the course the children should not only have enjoyed many stories, they should also have become familiar with Jesus' way of talking to simple people, His feelings for them and thoughts about them, and they should have extended their acquaintance with the life of His time and country.

Grade VIII

NOTE: At the time of writing a Teachers' Guide for Grade VIII has not been prepared. It is assumed that the course for this grade, when issued, will be in conformity with the following statement.

In the first six grades the child has been told many Old Testament stories without any attempt being made to piece them together as a consecutive history. He has now reached the age when he can grasp dimly the significance of historical events, and we may aim at linking together as a complete historical picture the disconnected stories taught in the earlier grades. Using the historical background as our canvas, we may trace in bare outline, with emphasis on the highlights (there will not be time for more), the development of religious ideas throughout the Old Testament and their culmination in the life and teaching of Jesus Christ.

During this period of early adolescence the child is growing towards young manhood and, in so doing, is becoming aware of himself as a personality and realizing something of what, as a person, he can contribute to society. Once interested in himself

almost entirely objectively, he is now developing individuality and thinking of himself in relation to others and to God. With puberty come self-consciousness and the dawn of the idealism of later adolescence.

This then is the time to present the picture of the Ideal Personality through the records of our Lord's life. The main concern of this period should be the study of the Gospels—a thorough first-hand study. The aim should be to arrive at a complete picture of a real person, the Jesus of Nazareth who knew weariness and hunger, could be grieved, indignant, and merry as well as tender, compassionate, and patient, could pierce men's hypocrisy and disguises, and who showed men what life at its highest should be.

The Ideal Personality and the Perfect Leader might demand no more from the child than hero-worship, a bright enough flame while it lasts, but bound to flicker out. But Jesus Christ is more than a hero to be admired; He is the Revelation of God in history and an abiding power in the lives of men; He is "the Way, the Truth, and the Life."

Religious teaching should aim at forming a background of wisdom which will be a guide throughout life, and at setting a standard of values in thought and conduct inspired by Jesus Christ Himself. The best time to make a study of ethical ideas is during later adolescence. We must, however, bear in mind that about half of the children leave school at, or before, the age of 16. It is important that they should not leave school without some attempt having been made to develop their sense of ethical values. It is better to present these ideas prematurely in a somewhat simpler form than not to present them at all. A direct study of the Gospels and their implications in the conduct of life should be the chief objective.

Method is largely a matter for the decision of the individual teacher. Many ways that have been found successful in other teaching can be applied to religious instruction as well. While the method of story-telling, etc., still has its place, classes should be encouraged to discuss, to debate, to make their own discoveries. For instance, our Lord's motives for such a saying as "See thou tell no man" might be discussed; while the attitude

of the Pharisees might be "discovered" from references in a given Gospel. More and more should the expression of individual difficulties be encouraged.

Memory work should continue to play its part in the teaching of the children.

Memory Work, Choral Reading, and the Speaking of Scripture

NOTE: For each grade, suitable passages for memorization and choral reading are listed in most of the lessons under the heading of suggested activities. From those given, the teacher may make a satisfactory choice.

Primary Grades (Grades I-III)

The young child's delight in rhythmical language has for a long time been recognized as an important factor in his education. In his school life his need for rhythm is satisfied by nursery rhymes, simple poems, and songs, which he often learns without effort, when both language and rhythm are suited to his capacity. In his religious education the hymns of the morning service provide a similar means of satisfying this need. Singing them with the teacher, joining in where the phrases are prominent or the lilt of the tune particularly pleasing to his ear, he soon learns the hymns that are most frequently sung. There is no need for laboured teaching; if it is found necessary, this is a clear sign that the hymns chosen are too difficult for the children. Hymns selected for young children should be the best of their kind. The thought should be simple, the language direct, the imagery clear, and the total effect should be dignified without being grand. Here are a few good children's hymns on different themes:

"Jesus, tender Shepherd, hear me . . ."
"Away in a manger . . ."
"Father, we thank Thee for the night . . ."

These hymns are to be found in *Hymns for Schools* (*Revised Edition*).

The best writers of children's hymns have realized that they should be short. When longer hymns are used, it is wise to select a few verses only for the children to sing.

Most children will learn hymns readily because they want to learn them. Many odd phrases and verses of Scripture will be as

readily learned because they fall easily from the tongue and strike pleasantly on the ear. But it is a pity that the matter should end there. If some motive can be found for speaking certain passages it will give purpose and direction to the children's activity, thereby helping them to come nearer to the spirit and meaning of the words they learn. Often there will be a dramatic motive, and in an acted version of a Bible story the children will find that some striking phrase from the original story cannot be omitted.

For example, the dialogue in the story of the child Samuel is so dramatic, yet so simple, that the learning of it is an easy matter. Or the drama of the shepherd who loses his sheep and searches for it in many places—largely a matter of pantomime—finds a natural conclusion in the words of the Bible spoken by the shepherd to all his friends: "Rejoice with me, for I have found my sheep which was lost."

Sometimes a story becomes more vivid if the children play their part in the narration. At Christmas time the story of the shepherds can be told in such a way: the teacher is the story teller, but for a moment the children are the host of angels, who speak in chorus: "Glory to God in the highest, and on earth peace, good will toward men." With such simple co-operation between teacher and class the brief story can be retold many times without monotony, and each time the children will try to express with their voices more of the joy and gladness of the angels' message.

Such simple dramatic passages form the most suitable selections for memorizing by the young child. A vivid phrase or sentence will sometimes be deliberately introduced by the teacher in her story telling, and because it is vivid it will not be lost. But even here care is necessary; it is difficult to realize how children are misled by strange words or by familiar words used in a strange way, and how little they therefore understand of apparently simple statements. Children have often memorized the words of Jesus to His disciples: "Suffer little children to come unto Me and forbid them not: for of such is the Kingdom of Heaven." But they have often been led away by the prominence of the word "suffer", whose meaning they misapprehend, and the sentence has meant far less to them than the concluding

words of the story, perfect in their simplicity: "And He took them up in his arms, put His hands upon them, and blessed them."

The twenty-third Psalm is another passage which is often selected for memorizing both for its brevity and for its vivid picture of the shepherd. But after his first delighted recognition of the shepherd amid familiar surrounding, the young child is confused by the change of imagery and the strangeness of the language. "Thou preparest a table before me . . . Thou anointest my head with oil . . ." "Though I walk through the valley of the shadow of death . . ." Probably there is no complete poem in the Bible suitable for such young children, and it is better for them to memorize shorter passages. There are simple verses about the shepherd, for instance, all of which could become their possession. "He shall feed His flock like a shepherd: He shall gather the lambs with his arm." "I am the good Shepherd: the good Shepherd giveth his life for his sheep." Such sentences as these, if they form part of the teacher's discourse, will also become part of the child's storehouse of remembered sentences. Apart from the dramatic work, this is perhaps the most suitable way to familiarize the child with the language of the Bible in so far as it is suitable to his age.

Grades IV to VIII

The dramatic work and the simple memory work of the primary grades will be extended in Grade IV, but as the children become older they need more scope for their growing powers of memory and of speech. The ease with which some children at this stage can memorize long and difficult passages produces a corresponding danger. The mere act of memorizing can, and often does, become a barren occupation, resulting in meaningless repetition of passages only half assimilated. There is little value in a child's being able to repeat perfectly a long psalm if he has not been moved by some quality in it. It is the teacher's task to help the child to interpret the psalm; and this must be done as much be appealing to his emotions as by satisfying his intellect.

One very effective method of arousing the enthusiasm of older children for the language of the Bible is that of choral speaking, in which the class, or groups within the class, try to

interpret a passage through speaking it together. Before this can be done effectively, there must be many trials, and much discussion by class and teacher as to the most suitable method, whether antiphonal* speaking, or unison or group speaking; and through such attempts and such discussion there will often develop a feeling for a passage that comes near to real understanding. A few examples will make clear the details of this method, and its possibilities for Bible speaking.

Sometimes certain outstanding qualities in a passage may be made clearer if it is written on the blackboard in a fresh way. The parallelism in the story of the two houses is emphasized by the following method of printing:

"Therefore whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock:

And the rain descended,
And the floods came,
And the winds blew,
And beat upon that house;
And it fell not:
For it was founded upon a rock."

"And everyone that heareth these sayings of mine, and doeth them not, shall be likened unto a foolish man, which built his house upon the sand:

And the rains descended,
And the floods came,
And the winds blew,
And beat upon that house;
And it fell:
And great was the fall of it."

It is soon realized that the very likeness between the two parts serves to emphasize the contrast which is expressed in one or two words only; and in attempting to speak the passage either in one group or in two contrasted groups, children not only find enjoyment in the Biblical language, they become aware of the truth it enshrines. The speakers gain much help if the teacher

*The answer of one portion of the class to another in the reading of a psalm or other Scriptural passage.

is a good conductor, leading them in this case through the series of phrases to the culminating force of the storm and the abrupt finality of the conclusion. If the first attempts are made with a written or printed copy before them, the children will soon find that they can discard it, and with a little extra effort make themselves word perfect, and so be able to concentrate entirely on speaking. By being one of a group in this way, the child not only gains courage to reveal his own feelings, but also through the inspiration of the group participates in the greatness he is trying to express.

The parallel stories of the Lost Sheep and the Lost Coin could similarly be spoken by two groups. Individual voices proclaiming the end of the search will stand out against the background of the choruses, and in this way the central thought is thrown into prominence. The concluding sentence will not be less effective for being spoken quietly. Thus the passage is treated as a work of art which expresses a great truth; it demands, therefore, a fine rendering.

Many of the psalms give excellent opportunities for choral speaking; indeed, their majesty and grandeur cannot easily be expressed by the individual voice, especially that of a child. Different forms of choral speaking will be found suitable for different psalms.

Psalm 104, which opens with a full chorus:

"Bless the Lord, O my soul.
O Lord my God, Thou art very great:
Thou art clothed with honour and majesty,"

could be spoken antiphonally, one group being ready to take up the speech as the other finishes, as though striving to outdo the other in praising the wonders of the Lord, e.g.:

(a) Who coverest Thyself with light as with a garment:
(b) Who stretchest out the heavens like a curtain:
(a) Who layeth the beams of His chambers in the waters:
(b) Who maketh the clouds His chariot.

The psalm is probably too long for children to speak except in selected sections: the opening chorus could, however, be used

in each case as an introduction, and a concluding chorus formed from the last sentences of the psalm:

"I will sing unto the Lord as long as I live:
I will sing praise to my God while I have my being:
My meditation of Him shall be sweet:
I will be glad in the Lord.
Bless thou the Lord, O my soul.
Praise ye the Lord."

Psalm 107 could be spoken, perhaps in an abridged form, as a full chorus for the recurring invitation to praise—"O that men would praise the Lord for his goodness"—and smaller choruses for the sections describing those who have received blessing from the Lord. As with so many psalms, the concluding verse expresses the thought at the heart of every section, and is very impressive—"Whoso is wise and will observe these things, even they shall understand the lovingkindness of the Lord." Spoken quietly and deliberately by the whole group it has a sobering effect after the tumultuous outbursts of praise.

Psalm 136, particularly the section which praises God for the works of creation, could be interpreted by an individual speaker who proclaims the great acts of God—"To him that made great lights. . . . The sun to rule by day. . . . The moon and stars to rule by night"—and the full chorus giving the regularly repeated burden or refrain—"for his mercy endureth forever." Careful conducting is necessary to prevent the refrain from becoming monotonous.

All the Pilgrim Psalms (Psalms 120-134) lend themselves to chorus work. The idea of the pilgrimage is very clear in many of them and the processional chant is sometimes well expressed. Psalms 42 and 43 form one complete song, with the four-line refrain coming at the end of every stanza:

"Why art thou cast down, O my soul?
And why art thou disquieted within me?
Hope thou in God: for I shall yet praise Him
Who is the health of my countenance, and my God."

Sometimes, as in Psalm 84, the stanza division, though not obvious in the traditional manner of printing the psalm,

can be discovered by careful scrutiny. In the twenty-fourth Psalm, the ceremonial procession, with the presence of Jehovah signified by the Ark that was to be carried into the temple, is described in dramatic language that appeals to children: the series of questions and answers make a kind of dialogue—"Who shall ascend into the hill of the Lord? . . . He that hath clean hands, and a pure heart. . . . Lift up your heads. . . . Who is this King of glory? The Lord strong and mighty." Sometimes the whole body of people seems to speak together: then there is division, and the dramatic dialogue is given by two groups. No child can take part in such a dramatic rendering of a magnificent psalm without being the richer for it; he may in after years forget his experience and forget the psalm, but its effect on his developing personality can never be wholly lost.

Teachers will find that many passages even of pure narrative can be treated in a similar way, and there will always be interest in discovering what is the best method for a particular story. The story of the shepherds told by St. Luke may be taken as an example. It has been spoken by a full choir as narrator with two part choirs for the heavenly host and the shepherds, and an individual speaker for the angel. The full choir spoke the last verse slowly and clearly—"But Mary kept all these things, and pondered them in her heart." The beauty of the story is best expressed when the different choirs have discovered the quality of tone and the pitch that best suit their part.

If such speaking of the Scriptures is undertaken, regularly and frequently, few other passages need be set for children to memorize. The passages which they learn to speak well together will become part of their experience. There will be occasions when they need to speak them from memory, perhaps as part of the morning service, perhaps as part of a simple programme presented to another class. But even if they fail to become word perfect, they are becoming better acquainted with the Bible than they would be by the mere act of committing to memory a number of set passages.

It would be a good plan, too, for children to practise individual reading from the Bible, especially if the reading has some real purpose. Chapter 13 in St. Matthew's Gospel has a collection of eight parables of varying lengths: individual children might

practise reading their own set parable, and a Scripture period might be devoted to the reading of the series by different groups of children. There are some very short parables which might be given to the weaker readers.

The literature of the Bible is so comprehensive that there is scope for infinite variety in its treatment. Perhaps the finest service the teacher can render to the child in school is to help him to love the Bible. The methods suggested here may help to bring about the personal relationship between the child and the Bible on which love and reverence are based.

THE SINGLE-TEACHER SCHOOL

The teacher in a rural school who is responsible for all the grades from I to VIII will need to modify her programme to meet her particular situation. The practice of teaching all the children together cannot be recommended as a general rule, though there will be many occasions when the unity of the school will be emphasized by treating all the children as members of a large family. It is obvious, however, that with regard to the content of lessons the older children are capable of understanding much that is only confusing to the little child, and the younger children need, both in the manner of presentation and in the actual language used by the teacher, a simplicity which the older child may resent.

The teacher is advised, therefore, to organize the school into three divisions—Grades I-III; Grades IV-VI; and Grades VII and VIII. The course may be arranged in a cycle, each division using in yearly succession the courses provided for the several grades which compose it. Until a separate course is provided Grades VII and VIII might be included in the Intermediate Division.

In each group the method will be chiefly that of story-telling by the teacher, and individual and group activities by the children. The children must be trained to employ themselves without supervision as they do in other branches of the school work, since the teacher must be able as a story-teller to devote periods of at least ten minutes' undivided attention to one group. The planning of activities is thus one of the most important parts

of the teacher's work, and a generous supply of materials should be provided. The teacher who thinks it desirable for the primary group to make pictures will find that the children are far more absorbed in the painting of a large picture than in the pencil drawing of a small one; or children who are generously supplied with clay or plasticine to make a comprehensive model of an Eastern home, or a sheep-fold with many sheep, have a more satisfying activity than those who can make only one small water pot, or lamp, or sheep. Frequent acting of stories by the three groups is particularly recommended; one group may sometimes present its drama to the other; and it is often necessary in very small schools for the groups to amalgamate for acting. This is another way in which the sense of the family is kept alive.

Finally, the teacher in a small school should feel a considerable amount of freedom to experiment and to plan the work on whatever lines she has found most successful, provided that the needs of the children of different ages are not overlooked and that the underlying purpose of the sections of the syllabus designed for the various grades is achieved.

III

APPROVED PRAYERS FOR USE IN SCHOOLS

In addition to the following, simple prayers suitable for the use of younger children are provided in the lessons of the Teachers' Guide Books for the Junior Grades.

1. Our Father, (who) which art in Heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth, as it is in Heaven: give us this day our daily bread, and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation but deliver us from evil. For Thine is the Kingdom, the power and the glory for ever. Amen.

2. O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day; defend us in the same with Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger; but that all our doings may be ordered by Thy governance, to do always that which is righteous in Thy sight. Amen.

3. O God, we offer Thee our thoughts, words, and actions; and we beseech Thee to give us Thy grace that we may not offend Thee this day, but may serve Thee faithfully and do Thy holy will in all things. Amen.

4. O most merciful Father, look down upon our school, and grant to us all such blessings as are best for us. Give us purity of heart, meekness of spirit, and watchfulness of tongue, that in all our life and conduct we may show that we love Thee, and one another, in deed and in truth. Be with us by day and by night, that our whole life may be Thine, and that, living unto Thee here, we may hereafter live with Thee and serve Thee in Thy glory; through Jesus Christ our Lord. Amen.

5. O Lord, let Thy peace rule in our hearts. We commit ourselves to Thy care and keeping for this day. Grant us strength for all the duties that we have to meet. Keep us

from sin; give us control of our spirits; and keep us from speaking unkindly of others. Give us grace to follow in the steps of our Lord and Master. Amen.

6. O loving Father, grant us Thy care and protection throughout this day. Preserve us from danger, save us from sin, and guide us in our work. Give us patience, courage and cheerfulness in meeting all our duties. May we commit ourselves to Thy holy keeping through Jesus Christ our Lord. Amen.

7. Hear our prayer, O God, and consider our needs. Help us to deny ourselves, to bear the burdens of our neighbours, to study to benefit others, and to please Thee in all things. Grant us to be careful in keeping our promises, loving to our parents and friends, faithful in the performance of our duties, and ready to lend a hand to anyone in need of help; for the sake of Jesus Christ, our Lord and Saviour. Amen.

8. Our Heavenly Father, bless all the boys and girls of this school. As we grow in years, may we grow in favour with God and man. Shield us from harm and save us from sin. May each one of us be conscious of Thy tender embrace and daily drawn nearer to Thy great heart of love. May we all discover that in Thy presence alone there is fulness of joy. These blessings we ask in Jesus' name. Amen.

9. May it be Thy will, O God, that we walk in Thy way, and cleave to Thy commandments. Lead us not into sin or temptation. Let not evil desire rule over us. Bind our wills to Thine. Keep us from sinful men and worthless companions. Help us to cling to the good, and give us grace in Thy sight and in the sight of those about us. Amen.

10. O God, our Heavenly Father, bless and help us while we are at school. Help us to use our minds to think and work and learn. We thank Thee for all the happiness that comes to us through our school. May we try to live more like Jesus Christ, our Friend and Saviour. Amen.

11. Set a watch, O Lord, upon our tongue: that we may never speak the cruel word which is untrue; or, being true, is not the whole truth; or, being wholly true, is unkind; for the love of Jesus Christ our Lord. Amen.

12. O God of light and truth, we pray for Thy blessing on our school. Help us to be honest and diligent in all that we do; grant us a cheerful and kindly spirit; and bestow such strength of body and clearness of mind, that our work may be done heartily and to Thy glory; through Jesus Christ, our Lord. Amen.

13. O Heavenly Father, we confess that we have sinned greatly against Thee in thought and word and deed, and have done that which is wrong in Thy sight. We ask Thee to forgive us our sins, and to help us always to resist temptation and to do Thy holy will; for Jesus Christ's sake. Amen.

For Our Country

1. O Lord, we pray Thee to bless our country, that there may be peace within our gates and plenty within our homes. May health, purity, righteousness, and thanksgiving abound; and may Thy blessing dwell upon all Thy people, through Jesus Christ, our Lord. Amen.

2. We thank Thee, O God, for our country; for its beauty and its wealth; for its history and its love of freedom; and for the courage and valour of our young men who face death on sea, on land, and in the air that justice may not perish nor freedom depart from the earth. Help us so to live that we may safeguard our goodly heritage and hand it on, improved and enriched, to the children that come after us. Amen.

3. O God, Father of all the countries in the world, help us all to love our country. Show us how to grow up brave and strong like the many faithful men and women who have given all their lives to the service of their country. Teach us to join with them, that we may help as Jesus did to make Your Kingdom come on earth. Amen.

4. O God, our refuge and strength, hear our prayer for those Thy servants whom Thou has called to tasks of great peril and of rich promise to mankind. Grant to them, we beseech Thee, courage, steadfastness and the assurance that Thy Spirit in them is stronger than steel or flame. Keep them in life and death, sheltered within Thine arms. Keep us

faithful to our absent ones, and worthy of the sacrifices which they are making on land, on sea and in the air. To those charged with responsibility for the nation's guidance, grant wisdom of leadership to achieve complete victory and to establish peace and righteousness, truth and justice throughout the world. This we ask, trusting in Thine infinite mercy and compassion. Amen.

5. O Lord God Almighty, who rulest the nations of the earth, we humbly beseech Thee to bless our Sovereign Lady Queen Elizabeth, Elizabeth the Queen Mother, Philip, Duke of Edinburgh, Charles, Duke of Cornwall, and all the Royal Family. Endue with wisdom the Governor-General of this Dominion and all who are set in authority over us; that all things may be so ordered and settled by their endeavours that peace and happiness, truth and justice, religion and piety, may be established among us for all generations; through Jesus Christ, our Lord. Amen.

For World Peace

1. Almighty God, Who art King and Judge of all nations, look in mercy upon the world which Thou hast made; grant that the nations may live in peace and righteousness, and may freedom and goodwill be established among men; through Jesus Christ, our Lord. Amen.

2. Almighty and everlasting God, who dost govern all things in heaven and earth; grant that all men everywhere may live together in unity, peace, and goodwill, according to Thy holy will, declared unto us in Jesus Christ, our Lord. Amen.

3. O God, our Father, we pray this day for all who do the work of the world, whether they toil with their minds or with their hands. Bless all to whom we owe our daily bread and the shelter and comfort of our homes. Remember for good the farmers who sow the grain, and the bakers who make it bread; the miners who toil in the deep dark of the earth to win coal to keep us warm; all who labour in factories and warehouses, in offices and shops; all who serve on railways or the roads, or go to far lands across the seas, to bring those things which will increase our comfort and supply our needs. Protect

them amid all dangers and guide their way. Keep us in thankfulness to them, and help us to hold in honour all who thus serve the good of their fellowmen; through Jesus Christ, our Lord. Amen.

For Christian Missions

1. We pray, O God, for all lands and the peoples who dwell in them. Teach all men that they are brothers, and in spirit make them one. Show the nations that Thy will for them is that they should serve one another. Let the Gospel of Thy love be known everywhere through the teaching of the missionaries, so that war will be no more and peace may reign on earth; through Jesus Christ, our Lord. Amen.

2. O God our Father, we thank Thee for the beautiful world which Thou hast given us, and for the sun which makes all things to grow. Wilt Thou bless and help all those in other lands who work and play in the same bright sunshine to know Thee as their Father, and to praise Thee as the loving Giver of all good gifts; for Jesus Christ's sake. Amen.

3. Heavenly Father, we thank Thee for loving us, and for sending Thy dear Son into the world to save us from our sins. We pray to Thee for all who do not know of Thy love, both at home and in other lands. Grant that through the work of our missionaries they may be led to know Jesus Christ as their Saviour, and serve Him truly at all times. This we ask in His Name and for His sake. Amen.

For Those in Need or Trouble

1. Almighty God, the comfort of the afflicted and the strength of those that labour, let the prayers of those that call upon Thee in any trouble be heard by Thee; that they all, with joy, may find the benefits of Thy mercy in their needs; through Jesus Christ, our Lord. Amen.

2. Our Father in Heaven, we pray Thee to give Thy children in this and every land the food and warmth and clothing which they need. Have mercy upon those who are cold and hungry; and may we never rest until poverty and want have been driven from the earth; through Jesus Christ, our Lord. Amen.

3. Have mercy, O Lord, upon the sick and the wounded; relieve their pain and cheer them in weariness and loneliness; if it be Thy will restore them to health. This we ask in the Name of Him Who went about doing good, even Thy Son, Jesus Christ, our Lord. Amen.

Thanksgiving

1. Almighty God and Heavenly Father, we glorify Thee that we are once more allowed to enjoy the gifts of the harvest. Blessed be Thou who has given us the fruits of the earth in their season. Help us to bring forth good fruits to Thy glory, through Jesus Christ, our Lord. Amen.

2. Almighty God, Father of all mercies, we, thine unworthy servants, do give Thee most humble and hearty thanks for all Thy goodness and loving kindness to us and to all men. We bless Thee for our creation, preservation, and all the blessings of this life, but above all for Thine inestimable love in the redemption of the world by our Lord Jesus Christ; for the means of grace, and for the hope of glory. And we beseech Thee, give us that due sense of all Thy mercies, that our hearts may be unfeignedly thankful, and that we may show forth Thy praise, not only with our lips but in our lives; by giving up ourselves to Thy service, and by walking before Thee in holiness and righteousness all our days, through Jesus Christ our Lord, to whom with Thee and the Holy Ghost be all honour and glory, world without end. Amen.

3. O Almighty and Everlasting God, who hast blessed the labour of the husbandman, and given unto us the fruits of the earth in their season: grant us grace to use the same to Thy glory, to the relief of those that are needy, and to our comfort, through Jesus Christ, who is the Living Bread which cometh down from heaven and giveth life unto the world. Amen.

Remembrance Day

Unto Thee, O God, be praise and thanksgiving for every splendid deed of our sailors, soldiers, and airmen; for every act of devotion of our nurses, doctors and chaplains; more especially we praise and bless Thy holy Name for all those

who have been faithful unto death; beseeching Thee to grant unto all of us, for whom they died, that their love and devotion may bear fruit in us in more abundant love for others. Amen.

Christmas

1. We praise Thee, O God, at this Christmas time that Thou didst so love the world that Thou gavest Thine only Son, our Lord Jesus Christ, to be born for us of Mary. Him we would worship like the wise men of old and to Him offer our gifts of adoration and praise. Amen.

2. O God, we praise Thee for Thy love to us, and above all for the glad news of the Christ Child's birth. May we sing our gladness to Thee in our carols, and by our songs share Christmas joy with all people. Amen.

3. O God, our Heavenly Father, help us, we pray Thee, to understand the meaning of this glad season of Christmas. Speak to us of Thy loving purpose in giving Thyself to the world through Thy holy Son, Jesus, who was born a Babe in Bethlehem. Teach us the joy of giving and helping, and let the gladness of these days be deepened in worship and consecration; through Jesus Christ, our Saviour. Amen.

4. Let us think together of all the joys of Christmas-time:

   Let us think of the joys of *light:* of lighted Christmas-trees and decorations hung to make dull places gay.

   Let us think of the joy of *singing:* the lovely words of melodies of old carols that men sang long ago; the voices of little children; the joy of singing together.

   Let us think of the joys of *giving:* the joy of making things for those we love; the fun of planning, choosing; the love that a tiny gift can carry.

   Our Father, help us to remember that these joys are ours only because we and our friends have heard the story of Jesus. Amen.

The New Year

1. Dear God, our Father, we thank Thee for the joys of our holidays, and for being together again. We thank Thee for this New Year, for this new term, for all the freshness of new beginnings. Teach us to live and learn and work together joyously; through Jesus Christ, our Lord. Amen.

2. O God, we pray Thee to bless our work this term. Give us a true love of learning: and grant that in everything we learn we may learn more of Thee; for Jesus' sake. Amen.

Holy Week and Easter

1. O God, our Heavenly Father, who gavest unto us our Saviour Jesus Christ, help us to understand the meaning of His sufferings and death upon the Cross. Teach us the great patience and heroism of those hours. Help us to think of the loneliness that came when His dearest friends betrayed and forsook Him. Cause us at all times to be true to Him, that we may love and serve Him all our days; for His sake. Amen.

2. Gracious Father, who hast given unto us a living hope by the resurrection of Jesus Christ from the dead: grant that we, being risen with Him, may seek the things which are above, and be made partakers of the life eternal; through the same Jesus Christ, our Lord. Amen.

3. O God, who, through Thine only-begotten Son, hast overcome death and opened unto us the gate of life eternal; inspire us, by Thy grace, to love Thee with all our heart and soul and mind and strength; through Jesus Christ, our Lord. Amen.

Empire Day

1. Father, we thank Thee that Thou hast placed us in a goodly land; may Thy loving kindness make us mindful of our duty to other people. Help us at all times to be worthy citizens of our Country and Empire; through Jesus Christ, our Lord. Amen.

2. O God, look down in mercy upon our native land; Thou hast blessed our Empire in past days: bless it now, we pray Thee, and lead us through all difficulties and dangers into peace,

and brotherhood with all nations; through Jesus Christ, our Lord. Amen.

3. Our God and Father, we praise Thee for Thy great kindness to our Nation and Empire throughout the years. May we ever strive to do Thy will and to obey Thy holy law. We thank Thee for our beloved Queen, and we pray that she and her family may be richly blessed. Be with all who are in positions of leadership within the Commonwealth and help them to bear their heavy burdens. Grant us Thy peace; through Jesus Christ, our Lord. Amen.

4. O Lord God of Hosts, stretch forth, we pray Thee, Thine almighty arm to strengthen and protect the forces of our Queen in every peril of land and sea and air: endue them with loyalty and courage; shelter them in the day of battle; and in time of peace keep them safe from all evil; through Jesus Christ, our Lord. Amen.

IV

SUGGESTED DAILY BIBLE READINGS

Grade I

I. HARVEST STORIES

The Wheat Harvest

1. Psalm 147: 1, 7-9	Praising God for food.
2. St. Mark 4: 26-29	The Story of the harvest.

The Vegetable Harvest

1. Psalm 104: 10-14, 24	Thanking God for food and drink.
2. St. Luke 17: 11-19	A man remembers to say "Thank You".

The Harvest of the Fruits

1. Lev. 23: 39-43	A Hebrew feast of the gathering of the harvest.
2. St. Mark 12: 41-44 Acts 20: 35b.	Thanking God by giving.

II. HOME AND HELPFULNESS

Jesus in the Bethany Home

1. St. Luke 2: 40-42	The boy Jesus with His parents.
2. St. Luke 10: 38-42	Jesus in the Bethany home.

Helping our Neighbours

1. II Sam. 4: 4; 9: 1-13	David the King shows kindness to Jonathan's lame son.
2. St. Luke 10: 25-37	The Good Samaritan.

Jesus Helping a Deaf Man

1. St. Mark 7: 31-37	Jesus heals a deaf man.
2. Acts 3: 1-10	Peter helps a lame man.

Helping the Helpless

1. I Sam. 16: 14-23	David, the harper, helps King Saul.
2. I Kings 17: 8-16	Being kind to Elijah.

Miriam's Helpfulness

1. Exod. 2: 1-10 — A big sister helps.
2. St. John 6: 3-14 — A little boy shares his lunch.

Promptness

1. Gen. 37: 3, 12-17 — Joseph obeys his father.
2. St. Matt. 8: 5-10, 13 — The centurion's servant healed.

III. THE LORD JESUS

God's Gift

1. St. John 3: 16, 17 Isa. 9: 6 — The Gift.
2. St. Luke 2: 1-7 — God's Gift of the baby Jesus.

The Shepherds' Visit

1. St. Luke 2: 8-14 — The shepherd and the angels.
2. St. Luke 2: 15-20 — The shepherds go to Bethlehem.

The Wise Men and the Star

1. St. Matt. 2: 1-8 — Wise men come from the East to Jerusalem.
2. St. Matt. 2: 9-12 — The wise men bring gifts to the baby Jesus.

The Two Babies

1. I Sam. 1: 9-20 — Hannah and Samuel.
2. St. Matt. 2: 12-15 — The flight into Egypt.

Thanksgiving for the Baby

1. I Sam. 1: 21-28 — Hannah brings Samuel to the temple.
2. St. Luke 2: 22, 24-34a — Simeon blesses the child.

IV. THE CHILD JESUS

The Child at Home

1. I Sam. 3: 1-10, 19 — Samuel's call in the night.
2. Deut. 6: 4-9 — Words familiar to every Jewish boy.

The Child in the Fields

1. Gen. 1: 1-13 — What the boy Jesus would hear about creation.
2. St. John 10: 1-14 — The good Shepherd.

The Child with His Playmates

1. Gen. 13: 1-12 — Abraham giving Lot first choice.
2. St. Matt. 25: 1-12 — The story of a wedding.

In the Workshop

1. II Chron. 2: 1-9 — Solomon proceeds to build the temple.
2. St. Matt. 13: 53-58 — The people of Nazareth surprised at Jesus, the carpenter's son.

In the Temple

1. St. Luke, 2: 41-47 — Jesus in the temple at Jerusalem.
2. St. Luke 4: 16-22a — Jesus reads the scriptures in his home church.

The Birthday Party

1. St. Luke 14: 16-23 — Jesus tells about a banquet.
2. St. Mark 4: 35-41 — Jesus and his friends on a stormy lake.

V. JESUS, THE KIND HEALER

Healing the Blind Man

1. St. Luke 18: 35-43 — Healing a blind man.
2. St. Mark 1: 29-39 — Jesus makes many sick persons well.

The Four Friends

1. St. Mark 2: 3-12 — Healing a man whose friends brought him to Jesus.
2. St. John 5: 1-9 — Jesus and the man at the pool.

Jesus and the Children

1. St. Luke 15: 11-24 — The Lost Boy.
2. St. Mark 10: 13-16 — Jesus and the children.

Children Praising Jesus

1. St. Luke 19: 29-38 — The triumphal entry into Jerusalem.
2. St. John 2: 13-16 — Jesus cleansing the Temple.

The Easter Story

1. St. John 20: 1-10 — The Easter story.
2. St. John 20: 11-18 — The Easter story (continued).
3. St. John 21: 1-14 — The breakfast by the lake.

VI. SPRINGTIME STORIES

Springtime Readings

1. Song of Sol. 2: 11, 12a	The coming of spring.
2. Psalm 1	Righteous people are like a fruitful tree.
3. St. Matt. 6: 28, 29	Flowers of the field.
4. Gen. 1: 20-25	Creation of birds and animals.
5. Psalm 104: 18-24	The works of God.
6. Prov. 30: 24-28	Small and wise.
7. St. Matt. 13: 31-32	A great tree from a small seed.

VII. LITTLE SITA OF INDIA

Missionary Readings

1. Rom. 10: 11-15	All God's people.
2. Psalm 67	A song of praise.
3. St. Matt. 5: 43-48	Loving your enemy.
4. Acts 16: 9-15	A missionary journey.
5. Acts 8: 26-31, 35-38	Philip and the man in the chariot.
6. St. Matt. 28: 16-20	Spreading the good news.
7. Psalm 96: 1-4a	God is great.

Grade II

I. GOD'S WONDERFUL WORLD

Night and Day, Land and Sea

1. Gen. 1: 1-5	God makes day and night.
2. Psalm 148: 1-5	Everything praises God.
3. Psalm 148: 7-14	We can praise God.
4. Gen. 1: 14-19	God makes the sun and stars and moon.
5. Deut. 11: 11, 12, 14, 15, 31	God made our beautiful land.
6. Psalms 19: 1, 2; 104: 14, 17, 20	All the lovely things that God made.
7. Psalm 33: 1-8	Thanking God for everything.

Plants and Living Things

1. Gen. 1: 11, 12, 29, 31	God the maker of all plants and trees.
2. Psalm 104: 10-14	God cares for animals and birds.
3. Psalm 104: 16-20	God cares for animals and birds.
4. Psalm 104: 21-25	God cares for animals and birds.
5. St. Matt. 6: 26-30	Who makes the lovely flowers?
6. Prov. 30: 24-28	The world is full of living things.
7. Psalm 8: 3-9	How good and great is God.

God's Work and Man's Work

1. Psalm 107: 8, 35-37	The goodness of God.
2. Isa. 35: 1-2	Joy in the world.
3. Psalm 121	God keeps us from fear.
4. II Kings 5: 1-5	A girl who was helpful.
5. II Kings 5: 5, 6, 9, 10, 14, 15	A man who was helpful.
6. St. Luke 17: 12-19	God helps and we thank Him.

God's Harvest Gifts

1. Gen. 41: 29, 47, 48, 49	The wonderful harvest.
2. Psalm 65: 9-13	Who sends our food?
3. St. Luke 8: 4-8a	What happens to God's seed.
4. St. Luke 8: 11-15	Listening to God.
5. St. Luke 9: 11-17	Jesus gives God's gifts.
6. Deut. 8: 7-10	A land of good things.
7. Psalm 33: 1-8	We say "thank you" to God.

Ruth the Gleaner

1. Ruth 2: 1-6	The good daughter.
2. Ruth 2: 7-12	The kind farmer.
3. Ruth 2: 13-18	What the farmer did.
4. Ruth 2: 19-23	The happy girl.
5. Gen. 13: 1-6	The good uncle.
6. Gen. 13: 7-12	Sharing with nephew Lot.
7. Exod. 2: 15-21	The polite man.

II. JESUS, THE FRIEND OF THE CHILDREN

Jesus and the Children

1. St. Mark 10: 13-16 St. Matt. 19: 13-15	Jesus blessing children.
2. St. Matt. 18: 1-5	Jesus talks of children.
3. St. Mark 5: 21-24, 38-43	Jesus and the little girl.
4. St. Mark 9: 17-27	Jesus and the boy.
5. St. John 4: 46-54	Another sick boy.
6. St. John 6: 2, 5-12	Feeding hungry people.
7. Isa. 40: 11	The Good Shepherd.

Other Children Hear of Jesus

1. St. John 10: 14-16	The Good Shepherd.
2. St. Matt. 10: 7-11	Jesus sends out helpers.
3. St. Matt. 13: 31-33	Big things from tiny beginnings.
4. St. John 1: 40-51	Telling others of Jesus.
5. Psalm 96: 1-7	Children everywhere praising God.
6. Psalm 96: 9-13	Children everywhere praising God.

The Children's Praises

1. St. Matt. 21: 1-11	Jesus comes as King.
2. St. Matt. 21: 14-16	Children praise Jesus.
3. St. Mark 11: 1-6	Showing love to Jesus.
4. St. Mark 11: 7-11	The triumphal entry.
5. Psalm 150	How to praise.
6. Psalm 24: 1, 7-10	God is good and beautiful.

We Praise Thee, O Lord

1. Psalms 135: 1-3; 121	We praise Thee for Thy care.
2. Deut. 8: 7-14	Our good land.
3. St. Matt. 6: 28, 29	Praise God for flowers.
4. Psalms 19: 1; 104: 1-5	Praise God for beautiful things.
5. Psalm 104: 10-18	Praise God for food and drink.
6. I Sam. 18: 1-5	Praise God for friends.
7. Gen. 2: 1, 2, 3	Praise God because we may rest and worship.

III. STORIES OF THE BABY JESUS

The First Christmas

1. St. Luke 1: 5-7	The home without a baby.
2. St. Luke 1: 11-14	The promise.
3. St. Luke 1: 57-63	Naming this baby.
4. St. Luke 1: 26-33	The most wonderful visit.
5. St. Luke 2: 1-5	The journey to Bethlehem.
6. St. Luke 2: 6, 7	The most wonderful Baby.
(Words of some carols also.)	
7. St. Luke 2: 8-14	The angels' carol.
8. St. Luke 2: 15-20	The shepherds' visit.

The Star of the Baby King

1. St. Matt. 2: 1-6	The kings follow a star.
2. St. Matt. 2: 7-12	The first Christmas presents.
3. St. Matt. 2: 13-15	The baby's first journey.
4. St. Matt. 2: 19-21, 23	Settling in the new home.
5. Isa. 60: 1-4	God's brightness everywhere.
6. St. Mark 14: 3, 6, 8, 9	A woman's present.

The Presentation in the Temple

1. St. Luke 2: 21, 22, 24	Naming the most wonderful Baby.
2. St. Luke 2: 25-28	The old man in the church.
3. St. Luke 2: 28-33	The old man's words.
4. St. Luke 2: 36a, 37, 38a, 39	The old woman blesses the Baby.
5. St. Luke 2: 39, 40, 51, 52	Jesus growing big and strong.
6. Psalm 67	Praising God with your voice.
7. Psalm 150	Praising God in every way.

The Helpful Brother

1. St. Luke 18: 15, 16, 17	Jesus our Brother loves us.
2. St. Mark 10: 13-16	Jesus blesses children.
3. Exod. 2: 2-6	Baby Moses born.
4. Exod. 2: 7-10	The good sister.
5. I Sam. 1: 20, 21, 22, 25	Hannah's baby Samuel.
6. I Sam. 1: 26-28; 2: 11	Little Samuel given to God.
7. I Sam. 2: 18, 19, 26	Little Samuel serves God.
8. I Sam. 3: 1-10	God calls Samuel.

IV. THE BOYHOOD OF JESUS

Jesus in the Home

1. St. Luke 2: 39, 40, 51, 52	Jesus at home.
2. St. Luke 15: 8, 9	Helping to find something lost.
3. Zech. 8: 5 St. Luke 7: 32	How Jesus played.
4. St. Luke 6: 26, 27, 30, 31, 36	Being kind, not quarrelsome.
5. St. John 6: 5, 7, 8, 9	Jesus knew how to help others.
6. St. John 6: 10, 11, 12	Jesus learned not to waste.
7. St. John 6: 16-21	Jesus learned to be brave.
8. St. Matt. 22: 36-39	Jesus learned to obey God and help others.

Jesus Out of Doors

1. St. Matt. 6: 26-30	Jesus loved flowers.
2. St. Matt. 7: 16-20	Jesus knew the trees.
3. St. John 10: 1-5	Learning from a shepherd.
4. St. John 10: 7, 11, 14, 15, 16	Jesus the Good Shepherd.
5. St. Matt. 13: 3-8	The sower and the seed.
6. St. Matt. 13: 24-30	Weeds spoil gardens and God's world.
7. St. Matt. 10: 29-31	The birds teach God's love.

Home

1. St. Luke 2: 40, 51, 52	Jesus' happy home.
2. Eph. 4: 25-28, 31, 32; 5: 1	Home must be kind.
3. Eph. 6: 1, 2, 3, 7, 10	Home must have obedience.
4. Prov. 10: 1; 15: 1, 13a, 17; 17: 17a	Happy home if we are merry and good.
5. I Sam. 3: 1a, 3b, 4-6, 8-10	Learning to listen to God.
6. Psalm 23	God keeps us safe.
7. St. Luke 15: 11-20	God welcomes us home.

Jesus at School

1. Exod. 20: 1, 3, 7a, 8, 12	Jesus' lessons and our lessons.
2. Exod. 20: 13, 14, 15, 16, 17a	Jesus' lessons and ours.
3. Deut. 6: 4-9	Learning God's will.
4. Gen. 12: 1-8	Abraham's journey.
5. Gen. 28: 10-22	Jacob and the angels.
6. Exod. 2: 2-10	Little Moses.
7. I Sam. 16: 11-13, 19-23	David as a boy.

Jesus in Jerusalem

1. St. Luke 2: 41-46	The visit to Jerusalem.
2. St. Luke 2: 47-51	The return home to Nazareth.
3. I Kings 5: 1-5	Planning God's house.
4. I Kings 6: 11-14	God's promise.
5. Psalm 122: 1-9	God's house is holy.
6. Psalm 145: 1-3, 5, 7-10	Praising God.
7. Psalm 136: 1-9	God the Giver of all good.

V. STORIES JESUS TOLD

The Friendly Host

1. St. Luke 14: 16-23	The host's party.
2. Gen. 18: 1-5	Abraham's welcome.
3. Gen. 18: 6-8	Abraham makes a feast.
4. Deut. 16: 13-15	A feast for all.
5. Neh. 8: 9-12	Nehemiah makes a feast.
6. Neh. 8: 13-17	How they made merry.
7. St. Luke 14: 7-11	How to behave at a party.

The Good Shepherd

1. St. Luke 15: 1-7	The Good Shepherd.
2. Psalm 23	The Shepherd Psalm.
3. Exod. 3: 1-5	The Shepherd Moses.
4. I Sam. 16: 11-13; 17: 34-37	David the brave shepherd.
5. Isa. 40: 10, 11, 28-31	God is a Good Shepherd to us.
6. St. John 10: 1-5	The Shepherd's voice.
7. St. John 10: 11-15	The shepherd will die for the sheep.

The Loving Father

1. St. Luke 15: 11-24	A loving Father always forgives.
2. Exod. 3: 6-10	The Father saves His people.
3. Psalm 103: 11-13	God is a Father to all who fear Him.
4. St. Matt. 10: 29-31	The Father cares for big and little.
5. St. Matt. 5: 44-48	The Father is good to all His children.
6. St. Matt. 6: 9-13	Speaking to Our Father.
7. St. John 15: 8-10	How to honour the Father.
8. Eph. 5: 1, 2, 10, 11	Acting as God's children.

The Good Samaritan

1. St. Luke 10: 25-37	Being a true neighbour.
2. Gen. 13: 7-12	Abraham generous to Lot.
3. I Sam. 23: 6-10, 16-18	David kind to Saul.
4. St. Matt. 14: 14-20	Jesus feeds the tired and hungry.
5. St. John 21: 3-8	The Disciples are tired and hungry.
6. St. John 21: 9-13	Jesus feeds His disciples.
7. Acts 3: 1-9	Healing a lame man.

VI. EASTERTIME

The First Easter Day

1. St. Luke 23: 55, 56 St. John 19: 41, 42	Jesus laid to rest.
2. St. Luke 24: 1-6, 10	The glad news told to women.
3. St. John 20: 1-10	Peter and John see the Risen Christ.
4. St. John 20: 11-18	Mary sees Jesus.
5. St. John 20: 19-20	The Disciples see Jesus.
6. St. John 20: 24-29	Thomas sees Jesus.
7. St. Mark 16: 1-7	The stone rolled away.

Finding Their Friend Again

1. St. Luke 24: 13-19	His friends talk of Jesus.
2. St. Luke 24: 28-31	His friends know Jesus.
3. St. John 21: 1-6	The Disciples go fishing.
4. St. John 21: 7-13	Jesus prepares breakfast.
5. St. John 21: 15-17	Jesus talks to Peter.
6. St. John 14: 1-3, 12-15, 27	Jesus prepares a home for us.
7. St. Matt. 28: 16-20	The Disciples given their work.

VII. GOD'S LOVING CARE

Abraham's Journey

1. Gen. 12: 1-4	God sent Abraham on a journey.
2. Gen. 12: 5-9	Abraham obeys and worships God.
3. Psalm 23: 1-3	God our Shepherd.
4. Psalm 23: 4-6	God's care for us.
5. Psalm 139: 9-12	God leads us.
6. Deut. 28: 2, 3, 6, 12	God blesses us when we are good.
7. Psalm 91: 1-4	God keeps us safe from fear.
8. Psalm 91: 10-12, 14	God keeps us safe from danger.

Baby Isaac

1. Gen. 18: 1-5	Stranger visitors.
2. Gen. 18: 6-10	Kindness to strangers. Their message.
3. Gen. 21: 1-3, 8	The promise comes true.
4. Gen. 22: 3-8, 13	The boy Isaac worships God.
5. Isaiah 54: 10, 12-14	God cares for us at home.
6. Prov. 10: 1; 15: 17; 15: 1	How to make home happy.
7. St. Mark 10: 13-16	God's Son cares for children.

Jacob and the Angels

1. Gen. 28: 10-15	Jacob's journey and dream.
2. Gen. 28: 16-22	Jacob's promise.
3. Psalm 130: 1, 2, 6, 7	Asking God's help.
4. Deut. 33: 26-29	God's protection.
5. Psalm 91: 2, 11, 14-16	God's care.
6. St. John 15: 7, 9, 10, 12, 14, 17	How to please God.

Serving—The Boy in God's House

1. I Sam. 3: 1-5	God calls Samuel.
2. I Sam. 3: 6-11a	Samuel listens to God.
3. I Sam. 3: 15-19	Samuel serves God.
4. St. Luke 2: 40-42	The Boy Jesus visits the Temple.
5. Psalm 121: 1-4	The song the people sang.
6. Psalm 121: 5-8	The song the people sang going to Jerusalem.
7. Neh. 8: 4a, 5, 6	Worshipping God by reading His Book.

8. St. Luke 4: 16-22 — Love of God's Day.
9. Psalm 84: 1, 4, 5, 7, 9, 11, 12 — Love of God's House.

Elisha and the Widow

1. II Kings 4: 1-7 — Elisha helps a poor woman.
2. II Kings 4: 8-11 — A woman kind to Elisha.
3. II Kings 4: 12-17 — The woman is rewarded.
4. II Kings 5: 1-5, 9, 10, 14 — A little girl helps Naaman.
5. Acts 3: 1-5 — The lame man asks for help.
6. Acts 3: 6-10 — Peter helps the lame man.
7. St. Luke 10: 30-37 — The injured man helped.

Our Fathers Have Told Us

1. Ps. 78: 1-6; Ps. 44: 1 — Why the stories are important.
2. Exod. 2: 1-10 — Baby Moses.
3. I Kings 17: 17-24 — A sick boy made well.
4. I Sam. 17: 20-25
5. I Sam. 17: 32-35
6. I Sam. 17: 38-46 — David and Goliath and God's help.
7. I Sam. 17: 47-50
8. Dan. 3: 4-11
9. Dan. 3: 13-18 — The burning fiery furnace and God's protection.
10. Dan. 3: 20-29
11. Dan. 6: 7, 11, 15, 18 — Brave Daniel.
12. Dan. 6: 19-23 — God protects Daniel.

Grade III

I. STORIES OF HARVEST

Seed-time and Harvest

1. St. Mark 4: 1-9 — The Sower and the Soils.
2. St. Mark 4: 13-20 — Jesus explains the parable.
3. St. Mark 4: 26-29 — The wonder of growth.
4. St. Mark 4: 30-34 — Another story of growth.
5. Psalm 100 — Thanking the Giver of all.

The Feast of Ingathering

1. Lev. 23: 39-43	The Feast of Booths instituted.
2. Lev. 19: 9-10	Good things should be shared.
3. Deut. 16: 13-15	The Joy of the Feast.
4. Neh. 8: 13-18	The custom is kept up.
5. St. John 7: 2 and 37-39	The Feast in Jesus' day.

The Fruits of the Earth

1. St. Mark 4: 26-29	How the seed grows.
2. St. Luke 8: 4-8	The Parable of the Sower.
3. St. Luke 8: 9-15	The Parable of the Sower.
4. Psalm 8	God is maker of all.
5. Psalm 67	Praise God for His goodness.

Give us our Daily Bread

1. St. Luke 11: 1-4	The Lord's Prayer.
2. St. Luke 11: 5-13	God is our Father.
3. St. Luke 12: 15-21	The rich fool.
4. St. Luke 12: 22-28	The great provider.
5. St. Luke 12: 29-34	God knows our needs.

II. STORIES OF WORSHIP AND SERVICE

Building: The King and The Temple

(I Sam. 3: 1-10	Service in the Tabernacle).
1. I Kings 5: 1-6	Plans to build the Temple.
2. I Kings 5: 7-12	Lumber for the Temple.
3. I Kings 5: 13-18	Workmen for the Temple.
4. I Kings 6: 1-11	A description of the Temple.
5. I Kings 8: 54-62	The dedication of the Temple.

Singing: The Story of Brother Francis

1. Psalm 95: 1-7	Praise to God.
2. Psalm 104: 1-9	All creation blesses God.
3. Psalm 104: 10-18	All creation blesses God.
4. Psalm 104: 19-24	All creation blesses God.
5. Psalm 104: 25-30	All creation blesses God.
6. Psalm 104: 31-35	All creation blesses God.

Giving: Repairing God's House

1. II Chron. 24: 4-14	Joash repairs the Temple.
2. Psalm 119: 105-112	God's word is a lamp.
3. Psalm 122: 1-9	Joy in worship.
4. Psalm 100: 1-5	Praising God.
5. II Cor. 9: 6-10	A cheerful giver.

III. FRIENDLINESS TO ANIMALS

Giles and the Deer

1. I John 3: 11-16	Why we should love others.
2. I John 3: 17-24	A loving heart.
3. Psalm 104: 16-24	God cares for the animals.
4. St. Matt. 6: 25-30	God cares for all His creatures.
5. St. Matt. 6: 31-34	Trust in God.

Hugh and the Swan

1. St. Luke 6: 36-38	Be ye merciful.
2. St. Matt. 5: 13-16	The purpose of good works.
3. St. Matt. 10: 40-42	A cup of cold water.
4. St. Luke 14: 16-24	The great supper.
5. Psalm 104: 16-24	God cares for the animals.
or	
(St. Matt. 6: 25-30	God cares for all His creatures).

Malo and the Birds

1. St. Matt. 6: 25-30	God cares for all His creatures.
2. St. Matt. 10: 38-39	Finding life.
3. Psalm 104: 1-9	All creation blesses God.
4. Psalm 104: 10-18	All creation blesses God.
5. Psalm 104: 19-24	All creation blesses God.

IV. STORIES OF THE BIRTH AND INFANCY

God's Gift

1. St. Luke 1: 57-66	John the Baptist's birth.
2. St. Luke 1: 67-80	A song of rejoicing.
3. St. Luke 1: 26-33	The Promise of the Saviour.
4. St. Luke 1: 46-55	Mary sings "Magnificat".
5. St. Luke 2: 1-7	God's gift.

The Shepherd's Gift

1. Psalm 23	The Shepherd's Psalm.
2. Isa. 9: 2, 6, 7	The Promised Messiah.
3. Micah 5: 2 and 4	Bethlehem's glory.
4. St. Luke 2: 8-14	The Angels' Song.
5. St. Luke 2: 15-20	The Shepherds see Jesus.

Helping Others

1. St. Matt. 25: 31-40	How God looks at things.
2. St. Matt. 25: 41-45	How God looks at things.
3. St. Matt. 25: 40-42	A cup of cold water.
4. Acts 20: 32-35	Jesus' words on giving.
5. Phil. 2: 5-11	Jesus is our example.

Simeon's Song

1. St. Luke 2: 22-24	The Presentation in the Temple.
2. Lev. 12: 6-7	The origin of the custom.
3. St. Luke 2: 25-28	Simeon in the Temple.
4. St. Luke 2: 28-32	Simeon's Song or Nunc Dimittis.
5. St. Luke 2: 33-39	Simeon and Anna.

Caring for Children

1. St. Luke 18: 15-16	Jesus loves children.
2. St. John 6: 5-13	A boy helps.
3. James 1: 22-27	Doers of the Word.
4. St. Matt. 5: 43-48	Love for all.
5. St. Matt. 28: 18-20	Spreading the good news.

V. STORIES OF FRIENDSHIP TOLD TO JESUS

Abraham the Friend of Lot

1. Gen. 12: 1-5	God's call to Abraham.
2. Gen. 12: 6-9	God's promise to Abraham.
3. Gen. 13: 1-6	Abraham and Lot, his nephew.
4. Gen. 13: 6-13	The way to settle quarrels.
5. Gen. 13: 14-18	God renews His promise.

Rebekah at the Well

1. Gen. 24: 1-20	An important journey.
2. Gen. 24: 21-31	Rebekah at the well.
3. Gen. 24: 32-49	Rebekah asked in marriage.
4. Gen. 24: 50-59	Rebekah's choice.
5. Gen. 24: 59-67	Rebekah becomes Isaac's wife.

Joseph the Dreamer

1. Gen. 37: 1-11	Joseph and his dreams.
2. Gen. 37: 12-17	Joseph sent on a journey.
3. Gen. 37: 18-24	Joseph thrown into a pit.
4. Gen. 37: 25-30	Joseph sold into slavery.
5. Gen. 37: 31-36	His brothers' deception.

Joseph the Slave

1. Gen. 39: 1-6	Joseph a slave in Egypt.
2. Gen. 39: 20-23	Joseph put in prison.
3. Gen. 40: 1-4	Joseph and his fellow prisoners.
4. Gen. 40: 5-15	Dreams and their meaning.
5. Gen. 40: 16-23	Joseph's words come true.

Joseph the Ruler

1. Gen. 41: 1-8	Pharaoh's strange dreams.
2. Gen. 41: 9-13	The butler remembers Joseph.
3. Gen. 41: 14-32	Joseph interprets the dreams.
4. Gen. 41: 33-45	Joseph made food controller.
5. Gen. 41: 46-57	Great harvests and famine.

Joseph Forgives his Brothers

1. Gen. 42: 1-29	Joseph's brothers come for grain.
2. Gen. 43: 1, 2, 15-29	Benjamin brought to Egypt.
3. Gen. 44: 1-18	Joseph's cup in Benjamin's sack.
4. Gen. 45: 1-9, 25-28	Joseph forgives his brothers.
5. Gen. 47: 7-12	They all settle in Egypt.

God's Care for Elijah

1. I Kings 17: 1-6	God cared for Elijah.
2. Gen. 1: 26-31	God gives all our food.
3. Gen. 9: 12-16; 8: 22	The rainbow promise.
4. St. Matt. 6: 25-30	God's care for all.
5. II Cor. 11: 25-27, 32-33	God found a way out.

Elijah and the Poor Widow

1. I Kings 17: 7-16	A widow feeds Elijah.
2. I Kings 17: 17-24	The widow is repaid.
3. Psalm 100	A Song of thanksgiving.
4. Psalm 104: 1-2, 10-14, 24	God the Maker of the world.
5. Psalm 121	The Lord is thy Keeper.

The Little Maid who Helped

1. II Kings 5: 1-7	A little maid helps a sick general.
2. II Kings 5: 8-14	The general goes on a journey.
3. II Kings 5: 15-16	God's servant refuses to be paid.
4. II Kings 5: 20-24	A greedy servant wants the pay.
5. II Kings 5: 24-27	The greedy servant is punished.

VI. JESUS AND HIS FRIENDS

With the Fishermen of Galilee

1. St. Luke 5: 1-11	Jesus makes friends of fishermen.
2. St. Mark 1: 16-22	Another story of the same.
3. St. John 15: 9-15	Jesus talks to his friends.
4. St. Mark 12: 28-34, 37b.	Jesus and the common people.

Boys and Girls and Mothers

1. St. Luke 18: 15-17	Jesus welcomed mothers and children.
2. St. Mark 10: 13-16	Another story of the same.
3. St. John 6: 1-13	A boy went to hear Jesus.
4. St. Matt. 11: 16-17	Jesus noticed children's games.
5. St. Mark 5: 22-24, 35-43	Jesus healed a twelve-year-old.

Lonely Zacchaeus

1. St. Luke 19: 1-10	Jesus was a friend to a lonely man.
2. St. Mark 10: 17-22	Jesus was a friend to a rich young man.
3. St. Mark 12: 41-44	Jesus speaks well of a poor woman.
4. St. Luke 15: 11-16	Jesus tells of the friendship of God.
5. St. Luke 15: 17-24	Jesus tells of the friendship of God—continued.

Martha and Mary

1. St. Luke 10: 38-42	A visit to Mary and Martha.
2. Proverbs 3: 1-6	
3. Proverbs 3: 11-18	God's guidance for a home.
4. Proverbs 4: 1-7	
5. St. Mark 14: 3-9	Mary's gift to Jesus.

The Children's Welcome

1. St. Matt. 21: 1-5 — Jesus prepares to enter Jerusalem.
2. St. Matt. 21: 6-9 — The triumphal entry.
3. St. Matt. 21: 10-17 — The children praise Jesus.
4. St. Mark 11: 1-10 — St. Mark tells the same story.
5. St. Mark 12: 41-44 — The widow's two mites.

The Friend who gave his Room

1. St. Luke 22: 7-14 — Preparations for the Last Supper.
2. Exod. 12: 21-28 — The First Passover.
3. St. Luke 22: 14-18 — The Last Supper—The Lord's Supper.
4. St. John 13: 1-11 — Jesus washes the disciples' feet.
5. St. John 13: 12-20 — An example of loving service.

Jesus Deserted by His Friends

1. St. John 13: 21-29 — Judas, the traitor.
2. St. John 14: 1-6 — Jesus comforts His disciples.
3. St. Mark 14: 26 and 32-42 — Jesus in Gethsemane.
4. St. Mark 14: 43-52 — Jesus betrayed and deserted.
5. St. Mark 15: 22-37 — Jesus is crucified.

Mary in the Garden

1. St. John 20: 1-3 — Mary finds the tomb empty.
2. St. John 20: 1-10 — A footrace on Easter morning.
3. St. John 20: 11-14 — Mary in the garden.
4. St. John 20: 15-18 — Mary meets Jesus.
5. St. John 20: 19-20 — The disciples meet Jesus.

Peter Finds His Friends Again

1. St. John 21: 1-4 — Jesus by the Sea of Galilee.
2. St. John 21: 5-7 — Jesus helps the fishermen.
3. St. John 21: 8-14 — Breakfast on the shore.
4. St. John 21: 15-19 — Jesus and Peter.
5. St. John 21: 20-24 — Jesus and John.

VII. FOLLOWERS OF JESUS, THE FRIEND

Serving by Healing

1. St. John 14: 15-21 — Jesus promises a helper.
2. Acts 2: 1-8 — Jesus sends the helper.

3. Acts 2: 42-47	The apostles are happy together.
4. Acts 3: 1-3	A man who needs help.
5. Acts 3: 4-10	The lame man is healed.

Serving by Helping

1. Acts 9: 36-42	Why people loved Dorcas.
2. St. Matt. 25: 34-40	Why we should help others.
3. St. Matt. 25: 41-46	
4. St. Mark 9: 39b-41	A cup of water.
5. St. Mark 10: 42-45	Jesus' true greatness.

Serving by Telling

1. Acts 6: 1-4	The church grows in numbers.
2. Acts 6: 5-7	Philip and others chosen as helpers.
3. Acts 8: 26-29	Philip meets an Ethiopian.
4. Acts 8: 30-35	Philip tells him about Jesus.
5. Acts 8: 36-40	Philip baptizes the Ethiopian.

Grade IV

JESUS, MIGHTY IN DEED AND WORD

Making Friends

1. St. John 1: 35-42	Jesus makes friends of fishermen.
2. St. John 1: 43-50	One friend brings another.
3. St. Mark 2: 13-17	Jesus makes a friend of Matthew.
4. St. Luke 19: 1-10	Jesus makes a friend of Zacchaeus.
5. St. Matt. 10: 1-4	Twelve special friends.

A Day at Work

1. St. Mark 1: 21-28	Jesus in the Synagogue.
2. St. Mark 1: 29-31	Jesus makes a home happy.
3. St. Mark 1: 32-34	A busy evening.
4. St. Mark 1: 35-39	After a busy day.
5. Psalm 100	Thanking God for our days.

Help for the Helpless

1. St. Mark 2: 1-12	Jesus heals a paralytic.
2. St. Mark 5: 25-34	Jesus heals a woman.
3. St. Mark 9: 14-29	Jesus heals a boy.
4. St. Luke 14: 1-4	Jesus heals a man with dropsy.
5. Psalm 121	My help cometh from the Lord.

Lord of the Sabbath

1. Exod. 20: 8-11	The Fourth Commandment.
2. St. Luke 4: 16-22a	Jesus worships on the Sabbath.
3. St. Mark 3: 1-6	A work of mercy on the Sabbath.
4. St. Mark 2: 23-28	A work of necessity on the Sabbath.
5. St. Luke 23: 55; 24: 8	Sabbath and Sunday.

Stilling the Tempest

1. St. Mark 4: 35-41	Jesus stills the storm.
2. Acts 27: 9-20	Paul's shipwreck.
3. Acts 27: 21-32	Paul's shipwreck.
4. Acts 27: 33-44	Saved from the sea.
5. Psalm 107: 23-31	A storm at sea.

Conquering Fear

1. St. Matt. 10: 22-32	Jesus says "Fear not".
2. Psalm 37: 3-9	Confidence in God.
3. Prov. 3: 13-17, 23-26	Do not be afraid of fear.
4. Psalm 56: 11-13	Trust in God.
5. Deut. 33: 1, 27a	God is our Refuge.

Feeding the Hungry

1. St. Mark 8: 1-9	Feeding the four thousand.
2. St. Matt. 15: 32-38	Matthew's account of the same.
3. St. John 6: 1-14	Feeding the five thousand.
4. Deut. 8: 1-3	Man doth not live by bread alone.
5. St. John 6: 27, 33-35	Jesus the Bread of Life

Pity for the Outcast

1. St. Luke 17: 11-19	Ten lepers healed.
2. II Kings 5: 1-8	Story of Naaman the leper.
3. II Kings 5: 9-19	Story of Naaman the leper—cont'd.
4. II Kings 5: 20-27	Story of Naaman the leper—cont'd.
5. St. Luke 5: 12-15	Healing the leper.

Befriending a Foreigner

1. St. Mark 7: 24-30	Jesus heals a Syrophenician.
2. Deut. 10: 17-20	Love for strangers.
3. St. John 10: 11-16	Jesus the Good Shepherd.
4. Acts 17: 22-28	All nations of one blood.
5. St. Luke 10: 25-37	A foreigner is a friend.

Health for a Boy

1. St. Mark 9: 14-29	Healing the boy.
2. St. Luke 7: 2-10	The Centurion's servant healed.
3. St. Mark 5: 21-24, 35-42	Jairus' daughter healed.
4. St. Matt. 7: 7-12	Giving good gifts.
5. St. Luke 11: 5-10	Ask and it shall be given.

Blessing the Children

1. St. Luke 2: 25-32	Simeon blesses the Baby Jesus.
2. St. Mark 9: 33-37	Who is the greatest.
3. St. Mark 10: 13-16	Jesus and the children.
4. St. John 21: 15-17	Jesus wants children taught.
5. II Tim. 1: 1-6; 3:14-15	How a son learns.

Healing for the Blind

1. St. John 9: 1-12	Jesus gives sight to a blind man.
2. St. John 9: 13-25	Jesus gives sight to a blind man—continued.
3. St. John 9: 26-38	Jesus gives sight to a blind man—continued.
4. St. Mark 10: 46-52	Bartimaeus receives his sight.
5. St. John 8: 12	The Light of the World.

The Light in India

1. I John 1: 1-9	The true light.
2. St. Luke 1: 68-79	An ancient hymn.
3. Isa. 9: 2-7 (Rev. V.)	A promise of Light.
4. St. Matt. 5: 14-16	Let your light so shine.
5. I John 1: 5-9	God is light.

Facing the Foe

1. St. Mark 11: 1-11	The Triumphal Entry.
2. St. Luke 19: 41-44	Jesus laments over Jerusalem.
3. St. Mark 11: 15-19	Cleansing the temple.
4. Psalm 24: 1-10	The King of Glory.
5. Rom. 8: 31-39	Christian Conquerors.

The Widow's Mite

1. St. Mark 12: 41-44	The Widow's Mite.
2. I Chron. 29: 10-14	All things come from God.
3. II Cor. 9: 6-9	A cheerful giver.
4. St. Matt. 25: 31-40	How we serve Jesus to-day.
5. Acts 20: 32-38	The blessedness of giving.

A Company of Friends

1. Exod. 12: 21-27 — The First Passover.
2. St. Mark 14: 12-21 — Passover preparation.
3. St. Mark 14:22-26 — The Lord's Supper.
4. St. John 13: 1-17 — Service among friends.
5. I Cor. 11: 23-26 — Christians follow Christ's example.

Love Undaunted

1. St. Mark 14: 32-42 — Gethsemane.
2. St. Mark 14: 43-50 — The arrest.
3. St. Mark 14: 53-65 — An unfair trial.
4. St. Mark 14: 66-72 — Peter's denial.
5. St. Mark 15: 1-15 — The trial before Pilate.

II. SERVING THE LORD JESUS

Love Triumphant

1. St. Mark 15: 16-23 — The road to Calvary.
2. St. Mark 15: 24-37 — The Crucifixion.
3. St. Mark 15: 39-47 — The burial.
4. St. John 20: 1-10 — The empty tomb.
5. St. John 20: 11-20 — Jesus lives again.

Peter the Spirit-filled

1. Acts 1: 4-9 — The Ascension.
2. Acts 1: 12-14 — Waiting in Jerusalem.
3. Acts 2: 1-11 — Pentecost.
4. Acts 2: 22-24 — Peter tells of Jesus.
5. Acts 2: 37-42 — Effect of Peter's preaching.

Stephen the Bold

1. Acts 6: 1-7 — Stephen chosen as a helper.
2. Acts 6: 8-15 — Stephen becomes a leader and is arrested.
3. Acts 7: 48-53 — Stephen's speech.
4. Acts 7: 54-60 — Martyrdom of Stephen.
5. Heb. 11: 32-40 — The Heroes of Faith.

   or

   St. Luke 23: 32-43 — How Jesus forgave.

Philip the Adventurous

1. Acts 8: 1-8	Philip in Samaria.
2. Acts 8: 9-17	Success of Philip's work.
3. Acts 8: 26-35	Philip and the Ethiopian.
4. Acts 8: 36-40	Baptism of the Ethiopian.
5. Psalm 119: 33-40	Teach me, O Lord, the way.

Barnabas the Generous

1. Acts 4: 32-37	Barnabas' generosity to the church.
2. Acts 9: 26-30	Barnabas' generosity to Paul.
3. Acts 11: 19-30	Barnabas seeks Paul.
4. Acts 12: 25; 13: 4	Barnabas and Paul begin a journey.
5. Acts 14: 19-28 and 15:3-4	The journey and its results.

John Mark the Helpful

1. Acts 12: 12-17	An adventure at Mark's house.
2. Acts 12: 25; 13: 13	Mark with Barnabas and Paul.
3. Acts 15: 35-41	Paul and Barnabas quarrel about Mark.
4. II Tim. 4: 6-11	Paul sends for Mark at the last.
5. St. Mark 1: 1-8	Mark writes the first story of Jesus.

Timothy the Faithful

1. Acts 16: 1-5	Timothy becomes a missionary.
2. Acts 17: 10-15	Timothy a faithful helper.
3. II Tim. 1: 1-8	Paul's love for Timothy.
4. II Tim. 4: 1-8 5. II Tim. 4: 9-18	Paul's final message to Timothy.

III. GREAT DEEDS IN HIS NAME

Helping the Outcast

1. St. Luke 14: 12-23	The great supper.
2. St. Matt. 18: 1-6	Jesus and children.
3. St. Mark 10: 13-16	Jesus blesses children.
4. James 1: 22-27	A doer of God's word.
5. St. Matt. 25: 31-40	Who helps the poor, helps Jesus.

Caring for the Sick

1. St. Luke 10: 25-37	The Good Samaritan.
2. St. Mark 1: 28-35	The Great Physician.
3. St. Matt. 4: 23-25	Jesus heals the sick.
4. St. Mark 5: 25-34	Jesus heals a sick woman.
5. Acts 3: 1-10	Peter follows Jesus' example.

The Boy who Loved Adventure

1. St. Luke 9: 1-6	Jesus sends out disciples.
2. St. Matt. 10: 32-42	How to follow Jesus.
3. Isa. 6: 1-8	God's call to Isaiah.
4. Psalm 121	"I will lift up mine eyes."
5. Eph. 6: 10-17	The armour of God.

The Far Quest in Labrador

1. Acts 16: 6-12	Come over and help us.
2. Acts 16: 11-15	The first convert in Europe.
3. St. Matt. 25: 14-23	Talents.
4. Psalm 107: 23-30	A storm at sea.
5. Psalm 91	God's protecting care.

Winter Work among Fishermen

1. Psalm 121	Trust in God's protection.
2. Psalm 124	God's deliverance.
3. St. Luke 5: 1-11	The call of fishermen.
4. St. Matt. 4: 18-22	Matthew tells the same story.
5. St. John 21: 4-11	A great catch of fish.

In Peril on Great Waters

1. St. Matt. 8: 23-27	A storm at sea.
2. Psalm 23	We trust our Leader.
3. II Cor. 4: 5-10	Your servants for Jesus' sake.
4. Acts 20: 32-35	More blessed to give.
5. St. Matt. 28: 16-20	The great commission.

Grade V

I. PIONEERS OF GOD'S PEOPLE

Abraham the Pioneer

1. Gen. 11: 31; 12: 1-3 The call of Abraham.
2. Gen. 12: 4-9 Abraham's obedience.
3. Acts 7: 2-7 Stephen praises Abraham.
4. Heb. 11: 1-2 and 8-10 The faith of Abraham.
5. Repeat Readings 1 and 2.

Abraham the Friend

1. Gen. 13: 1-11 Abraham's generous offer to Lot, his nephew.
2. Gen. 13: 12-18 The Lord repeats His promise.
3. Gen. 14: 13-20 Abraham rescues Lot and his people.
4. Rom. 15: 1-6 Doing good to one's neighbour.
5. St. Luke 10: 25-37 Practical friendship.

Eliezer the Trustworthy (see Gen. 15: 2)

1. Gen. 24: 1-14 Abraham's plan of marriage for his son Isaac.
2. Gen. 24: 15-31 Eliezer finds Rebecca.
3. Gen. 24: 32-49 Eliezer's request.
4. Gen. 24: 50-60 Rebecca's answer.
5. Gen. 24: 61-67 Isaac and Rebecca married.

Jacob the Supplanter

1. Gen. 25: 27-34 Esau sells his birthright.
2. Gen. 27: 1-17 Jacob and his mother plan to deceive Isaac.
3. Gen. 27: 18-29 They cheat Esau.
4. Gen. 27: 30-45 Esau plans revenge on his brother.
5. Gen. 28: 10-22 Jacob's dream.

Jacob the Prince

1. Gen. 29: 1-13 Jacob meets Rachel.
2. Gen. 29: 14-20 Rachel is promised to him.
3. Gen. 30: 25 and 32: 1-12 Jacob fears to meet Esau.
4. Gen. 32: 13-21 Jacob sends presents to Esau.
5. Gen. 33: 1-17 The brothers are reconciled.

Joseph the Ambitious Boy

1. Gen. 37: 1-8	A young lad's dream.
2. Gen. 37: 9-11	Another dream.
3. Gen. 37: 12-28	His brothers' terrible revenge.
4. Gen. 37: 29-36	Jacob's sorrow.
5. St. Luke 14: 7-11	The reward of the humble.

Joseph the Faithful Slave

1. Gen. 39: 1-6	Joseph wins favour.
2. Gen. 39: 20-23	Joseph put in prison.
3. Gen. 40: 1-8	
4. Gen. 40: 9-15	Joseph interprets dreams.
5. Gen. 40: 16-23	

Joseph the Wise Statesman

1. Gen. 41: 1-13	Joseph is remembered.
2. Gen. 41: 14-24	Pharaoh's dream.
3. Gen. 41: 25-36	Joseph interprets Pharaoh's dream.
4. Gen. 41: 37-45	Joseph made Food Controller.
5. Gen. 41: 46-57	Egypt saved from famine.

Joseph the Generous Brother

1. Gen. 42: 1-17	Joseph's brothers go to Egypt for corn.
2. Gen. 42: 18-38	Joseph's generous trick.
3. Gen. 43: 1-29	A second trip to Egypt is necessary.
4. Gen. 44	Joseph tests his brothers.
5. Gen. 45: 1-15	Joseph makes himself known.

Joseph the Loyal Son

1. Gen. 45: 16-28	Joseph sends for his father.
2. Gen. 46: 1-7 and 28-34	The trip to Egypt.
3. Gen. 47: 1-12	Pharaoh and Jacob meet.
4. Gen. 50: 15-21	God brings good out of evil.
5. St. Matt. 5: 38-45	Returning good for evil.

II. INTO THE WILDERNESS

Moses Trained for the Task

1. Exod. 1: 7-14	Hebrews in slavery.
2. Exod. 1: 22 to 2: 4	Birth of Moses.
3. Exod. 2: 5-10	Pharaoh's daughter adopts Moses.
4. Exod. 2: 11-15	Moses flees to Midian.
5. Acts 7: 17-29	The story of Moses retold.

Moses' Call to Leadership

1. Exod. 2: 16-25	Moses in the land of Midian.
2. Exod. 3: 1-10	The call of Moses.
3. Exod. 3: 11-22	God's promise of help.
4. Exod. 5: 1-13	Bricks without straw.
5. Exod. 5: 22 to 6: 9	The struggle for freedom goes on.

The Delivery from Egypt

1. Exod. 12: 1-14	The Passover.
2. Exod. 12: 29-39	The Hebrews prepare to leave Egypt.
3. Exod. 14: 5-14	Pharaoh pursues the Hebrews.
4. Exod. 14: 19-31	Crossing the Red Sea.
5. Acts 7: 29-36	The Story of Moses retold.

In the Wilderness

1. Exod. 15: 1-13	The Song of Moses.
2. Exod. 15: 22-27	Bitter waters.
3. Exod. 16: 2 and 11-18	Manna from Heaven.
4. Exod. 16: 31-36	Kept for a memorial.
5. Deut. 8: 1-10	Remembering God's goodness.

The Giving of the Law

1. Exod. 18: 5-9 and 13-26	Moses gets help to rule the people.
2. Exod. 19: 1-19	God takes Israel for his own people.
3. Exod. 20: 1-11	God's Commandments.
4. Exod. 20: 12-17	God's Commandments.
5. St. Matt. 22: 35-40	Jesus and the Commandments.

The Southern Approach to Canaan

1. Num. 13: 1-2 and 17-20	Spies sent into the land of Canaan.
2. Num. 13: 22-33	The spies report.
3. Num. 14: 1-10	Some cowardly, some brave.
4. Num. 14: 17-24	Moses' prayer and God's reply.
5. Psalm 107: 1-8	God's goodness in the wilderness.

At the Eastern Gate—Moses' Farewell

1. Deut. 2: 16-19, 24-29	The last stage of the Israelites' journey.
2. Deut. 3: 18-28	Moses sees the land he cannot enter.
3. Deut. 30: 11-20	Moses' final warning.
4. Deut. 31: 1-8	Moses promises God's help.
5. Deut. 34	The death of Moses.

Joshua the Courageous Leader

1. Num. 27: 15-23	Joshua chosen as the leader.
2. Joshua 1: 1-9	God's charge to Joshua.
3. Joshua 1: 10-18	Joshua begins his work.
4. Joshua 3: 9-17	The crossing of the river Jordan.
5. Joshua 24: 13-18	Joshua's challenge.

Gideon the Deliverer

1. Judges 6: 11-24	Gideon's call.
2. Judges 6: 25-32	Gideon's brave deed.
3. Judges 7: 1-8	Gideon's Three Hundred.
4. Judges 7: 9-14	Scouting in the enemy camp.
5. Judges 7: 15-23	Gideon's victory.

III. HEROES OF GOD'S PEOPLE

Samuel's Call

1. I Sam. 1: 9-18	Hannah's prayer.
2. I Sam. 1: 20-28	Samuel's birth and dedication.
3. I Sam. 3: 1-10	Samuel's call.
4. I Sam. 3: 11-21	Samuel obeys a difficult order.
5. I Sam. 4: 1-11	Israel defeated in battle.

Samuel the Bold Leader

1. I Sam. 4: 12-18	The death of Eli.
2. I Sam. 7: 1-6	Israel repents.
3. I Sam. 7: 7-12	Victory follows repentance.
4. I Sam. 7: 13-17	Peace follows victory.
5. Psalm 46: 1-7	God is our Refuge.

Saul's Quest and Crown

1. I Sam. 9: 1-10	Lost animals.
2. I Sam. 9: 11-17	Saul meets Samuel.
3. I Sam. 9: 18-27	A great surprise for Saul.
4. I Sam. 10: 1-8	Saul anointed king.
5. I Sam. 10: 9-16	Saul keeps a secret.

Saul Wins His Spurs

1. I Sam. 10: 17-27	"God save the King."
2. I Sam. 11: 1-8	The people ask Saul for help.
3. I Sam. 11: 9-15	Saul wins his spurs.
4. St. Matt. 22: 36-40	Serving God truly.
5. St. Matt. 5: 43-48	How to treat enemies.

David the Champion

1. I Sam. 16: 1-13	David anointed as Saul's successor.
2. I Sam. 16: 14-23	David becomes the king's servant.
3. I Sam. 17: 4-11, 16-31	Goliath defies the army of Israel.
4. I Sam. 17: 32-50	David kills Goliath.
5. Psalm 23	The secret of David's strength.

The Prince and the Shepherd

1. I Sam. 18: 1-4, 14-16	Jonathan and the people love David.
2. I Sam. 18: 5-9 and 19: 1-7	Saul is jealous of David.
3. I Sam. 20: 11-23	Jonathan befriends David.
4. I Sam. 20: 24-34	Jonathan risks all for his friend.
5. I Sam. 20: 35-42	Jonathan helps David to escape.

Sparing a Foe

1. I Sam. 24: 1-8	
2. I Sam. 24: 9-20	David spares Saul's life.
3. I Sam. 26: 1-12	David spares Saul a second time,
4. I Sam. 26: 13-25	Saul relents.
5. Rom. 12: 17-21	Repaying evil with good.

David Comes to the Throne

1. II Sam. 1: 1-4, 17-27 (NOTE: In verse 18 substitute "song" for "use" as in revised version.)	David mourns for Saul and Jonathan.
2. II Sam. 2: 1-7	David's first act as King.
3. II Sam. 5: 1-12	David makes Jerusalem his capital.
4. Psalm 122	Jerusalem the City of David.
5. Psalm 125	Jerusalem the City of David.

David Establishes His Kingdom

1. II Sam. 6: 1-5, 12-19	David brings the Ark to Jerusalem.
2. Psalm 24	A hymn for this occasion.
3. II Sam. 7: 1-17	Plans for building a temple.
4. II Sam. 7: 18-26	David's worship and prayer.
5. II Sam. 9: 1-13	David's kindness to a lame boy.

Saved by his Friends

1. II Sam. 15: 1-16a	Rebellion of Absalom.
2. Psalm 3	A prayer for this occasion.
3. II Sam. 17: 1-14	Absalom's plot progresses.
4. II Sam. 18: 9-15	Death of Absalom.
5. II Sam. 18: 24-33	David's grief for Absalom.

Solomon in All his Glory

1. I Kings 1: 32-40	Solomon anointed as King.
2. I Kings 3: 4-15	Solomon's prayer for wisdom.
3. I Kings 7: 1-12	Solomon builds his palace.
4. I Kings 10: 1-13	The Queen of Sheba's visit.
5. I Kings 11: 4-13	Solomon turns away from God.

Solomon the Temple Builder

1. I Kings 5: 1-12	Solomon plans and builds the Temple.
2. I Kings 8: 1-11	The Ark put in the Temple.
3. I Kings 8: 12-21	Solomon speaks to the people.
4. I Kings 8: 22-30	Solomon's prayer.
5. I Kings 8: 54-61	Solomon prays his people may obey.

Grade VI

I. OUR LORD JESUS CHRIST

Growing up in Nazareth

1. St. Matt. 2: 19-23	The return from Egypt to Nazareth.
2. St. Luke 2: 40-52	Jesus as a Boy.
3. St. Luke 2: 40-52	(The last verse should be memorized.)
4. St. Matt. 6: 25-29	Trust in our Heavenly Father's care
5. St. Matt. 6: 29-33	should relieve us from anxiety.

Making His Own Decisions

1. St. Matt. 3: 1-6	John the Baptist, the herald of Jesus.
2. St. Matt. 3: 13-17	Jesus begins his special work by being baptized.
3. St. John 1: 29-34	What John thought of Jesus.
4. St. Luke 4: 1-4, 5-8, 9-13	The temptations of Jesus. He refuses to use miraculous or worldly power to supply his own physical needs, or to acquire worldly influence or to gain popularity.
5. St. Matt. 4: 1-4, 5-7, 8-11	

Proclaiming His Good News

1. St. Luke 4: 16-21	Jesus preaches in his home town.
2. St. Luke 4: 22-32	Jesus is cast out of his home town.
3. St. Luke 15: 3-7	Good News: God Loves Everyone.
4. St. Luke 15: 11-24	More Good News: God is a Forgiving Father.
5. St. Luke 4: 38-40	More Good News: He Heals the Sick.

Choosing His Men

1. St. Luke 5: 1-11	Jesus chose his disciples from the common people.
2. St. John 1: 35-42	Men were ready to follow Jesus.
3. St. John 1: 43-51	Those who heard Him told others.
4. St. Matt. 4: 18-22	Jesus chose two pairs of brothers.
5. St. Luke 6: 12-16	Jesus chose twelve men for special training.

Teaching Others to tell the Good News

1. St. John 15: 14-18	Jesus talks to His men.
2. St. Matt. 5: 43-48	How these men were to act.
3. St. Luke 10: 1-12	Jesus sends seventy men out to preach.
4. St. Matt. 5: 1-12	The qualities that bring happiness.
5. St. Matt. 5: 1-12 (Memorize)	The Beatitudes.

Saving the Lost

1. St. Luke 18: 35-43	A blind man healed near Jericho.
2. St. Luke 19: 1-10	The conversion of Zacchaeus.
3. St. Mark 1: 40-45	A leper healed.
4. St. Matt. 11: 28-30 (Memorize)	Jesus can meet every need.
5. St. Mark 1: 29-35	Many were healed.
6. St. Mark 2: 1-12	Healing the paralyzed man.

Going to Meet His Enemies

1. St. Luke 18: 31-34	Jesus goes willingly.
2. St. Luke 19: 28-40	The triumphal entry.
3. St. Luke 19: 41-44	Jesus weeps over Jerusalem.
4. St. Luke 20: 19-26	The question of paying tribute to Caesar.
5. St. Mark 11: 15-19	Jesus purifies the temple.
6. St. Luke 20: 9-16	The parable of the vineyard.

Choosing Death on the Cross

1. St. Luke 22: 1-6	Judas plans to betray his master.
2. St. Luke 22: 47, 48	The awful betrayal.
3. St. Mark 14: 12-26	The Passover feast, and The Lord's Supper.
4. St. Luke 23: 1-5, 20-24	Jesus before Pilate.
5. St. Luke 23: 33-46	Jesus is crucified.

Conquering Death

1. St. Mark 15: 42-47 — Joseph of Arimathaea, brave and kind.
2. St. John 20: 1-10 — The disciples at the open tomb.
3. St. John 20: 11-18 — Mary Magdalene sees the risen Lord.
4. St. John 20: 19-29 — The disciples see the risen Lord.
5. St. Luke 24: 13-35 — Meeting Jesus on the road to Emmaus.
6. I Cor. 15: 1-7 — People who saw Jesus after he rose.
7. St. Matt. 28: 16-20 — The living Christ.

II. SERVICE FOR THE KINGDOM

Help for the Centurion's Slave

1. St. Luke 7: 1-10 — The centurion's servant healed.
2. St. Matt. 8: 1-14 — Healing a leper.
3. St. Matt. 8: 14-17 — He healed all that were sick.
4. St. Matt. 9: 27-31 — He gave sight to the blind.

William Wilberforce

1. St. Luke 4: 16-20 — Delivery to the captives.
2. I Sam. 17: 32-50 — David's victory over Goliath.
3. Acts 3: 1-11 — Healing a lame man.
4. II Cor. 11: 24-33 — Paul's hardships.
5. Philemon 9-18 — Paul pleads for a runaway slave.

Comfort for the Distressed

1. St. Luke 7: 11-18 — Raising to life the widow's son.
2. St. John 11: 1-6, 14-15 — Jesus hears Lazarus is dead.
3. St. John 11: 17-37 — He grieves with Mary and Martha.
4. St. John 11: 38-45 — Lazarus raised from the dead.
5. St. John 14: 1-7 — Comfort for those in trouble.

Serving Lepers

1. II Kings 5: 1-14 — The healing of Naaman.
2. St. Luke 17: 11-19 — Ten lepers healed.
3. St. Luke 5: 12-15 — One leper healed.
4. II Tim. 2: 1-14 — The path of a good soldier.

Forgiveness

1. St. Luke 7: 36-50 — A lesson in forgiveness.
2. St. Matt. 5: 43-48 — Jesus teaches us to love our enemies.
3. St. Matt. 18: 21-35 — The law of forgiveness.
4. Psalm 103: 1-12 — David praises God for His wonderful
5. Psalm 103: 13-22 — blessings to man.

Tolerance

1. St. Luke 9: 49-56	Getting even.
2. St. Luke 10: 25-37	Being neighbourly.
3. I Cor. 13	
4. I Cor. 13	The greatest of these is love.
5. I Cor. 13	

Serving in Humility

1. St. John 13: 1-5, 12-17	Jesus washes His disciples' feet.
2. St. Mark 9: 33-37	Who would be greatest.
3. St. Matt. 18: 1-5	Jesus and the children.
4. St. John 15: 12-17	His commandment—Love one another.
5. St. Luke 9: 46-48	Service above self.

III. TEACHING ABOUT THE KINGDOM

The Teacher and His Stories

1. St. Matt. 6: 25-34	The cure for anxiety.
2. St. Matt. 7: 24-29	The two foundations: rock, sand.
3. St. Mark 4: 1-9	Parable of the sower.
4. St. Mark 4: 10-20	Parable of the sower explained.
5. St. Mark 4: 26-34	Unconscious growth. Parable of the mustard seed.

The Brotherly Spirit

1. St. Matt. 18: 21-35	How often shall we forgive?
2. St. Luke 9: 51-56	Jesus forgives those unkind to him.
3. St. Matt. 5: 38-42	The second mile.
4. St. Matt. 5: 43-48	Love your enemies.
5. Rom. 12: 10-21	How a Christian should act.

Being Trustworthy

1. St. Matt. 25: 14-29	The talents. Testing of servants.
2. St. Luke 19: 11-27	Parable of the ten pounds.
3. Exod. 20: 1-11	Our duty to God.
4. Exod. 20: 12-17	Our duty to man.
5. II Tim. 4: 7-8	Faithful to the end.

Giving our All

1. St. Luke 9: 23-26	A test of discipleship.
2. St. Luke 9: 57-62	Another test of discipleship.
3. St. Luke 14: 12-27	Parable of the great supper.
4. St. Matt. 10: 39-42	A cup of cold water.
5. St. Mark 12: 41-44	The widow's mite.

Being Neighbourly

1. St. Luke 10: 25-28	Jesus and the lawyer.
2. St. Luke 10: 29-37	The good Samaritan.
3. I Cor. 13	Love the motive of all acceptable service.
4. St. Matt. 22: 35-40	Memorize 37-39—The great commandment.
5. St. Matt. 25: 34-40	Inasmuch.

Put Yourself Last

1. St. Luke 18: 9-14	The Pharisee and the Publican.
2. St. Luke 14: 1, 7-11	Parable of the ambitious guest.
3. St. Matt. 23: 8-12	The greatest shall serve.
4. I Pet. 5: 5-11	Being humble.

Real Happiness

1. St. Matt. 5: 1-16	The Beatitudes.
2. Psalm 32: 1, 2 and 5-8	Happiness through forgiveness.
3. Psalm 1:1-6	Happiness through obeying God's law.
4. Acts 20: 32-35	Happiness through giving.
5. Num. 6: 22-27	Happiness from God.

IV. PIONEERS OF THE KINGDOM

The First Apostle

1. St. Luke 24: 44-53	The Promise.
2. Acts 1: 1-9	Unto the uttermost parts of the earth.
3. Acts 1: 12-14, 23-26	The apostles.
4. Acts 2: 1-4	The promise fulfilled.
5. Acts 2: 37-42	Peter preaches the gospel.

Christians

1. Phil. 2: 5-11	A confession of faith.
2. St. Matt. 7: 24-27	Christians keep Christ's words.
3. St. Matt. 25: 34-40	Christians do Christly deeds.
4. Acts 11: 19-26	The name "Christian" is given.
5. Acts 11: 27-30	Following in the steps of the Master.

Missionaries

1. Acts 9: 1-9	The conversion of Paul.
2. Acts 9: 10-20	The conversion of Paul.
3. Acts 14: 8-18	Paul in Asia Minor.
4. Acts 16: 9-15	The gospel comes to Europe.
5. II Cor. 11: 25-33	The hardships of Paul.

Livingstone, Africa's Pioneer Missionary

1. St. Matt. 4: 17-22	Jesus calls his followers.
2. St. Matt. 28: 16-20	The great commission.
3. Acts 26: 12-20	Paul's obedience to Christ's call.
4. Isaiah 6: 1-8	Isaiah answers God's call.
5. St. John 1: 1-14	Jesus the living word.

Livingstone Blazes the Gospel Trail

1. St. Matt. 28: 16-20	The great commission.
2. St. Luke 10: 1-9	The harvest.
3. Acts 5: 17-25	The protection of right.
4. Ephesians 6: 10-20	The armour of God.
5. 2 Tim. 4: 1-8	Keeping the faith.

Livingstone Attacks the Slave Trade

1. Exod. 1: 8-14	The Israelites enslaved.
2. Gen. 4: 3-9	My brother's keeper.
3. I John 3: 11-18	Loving one another.
4. St. John 13: 34-35; 15: 11-13	Loving one another.
5. I John 2: 8-11	Brotherly love.

Livingstone's Bequest to us

1. Psalm 121	Faith in God's guidance. (Read at family worship the morning David left home.)
2. Heb. 11: 1-10	Heroes of faith.
3. Heb. 11: 24-27	Heroes of faith.
4. Heb. 11: 32-38	Heroes of faith.
5. Heb. 11: 39-40; 12: 1-2	The reward of faith.